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ABSTRACT

A third follow-up survey of ninth and tenth grade Project Talent participants (1962 and 1963 high school classes) was done approximately eleven years after their expected graduation from high school to gather additional data on the educational, career, personal, and family experiences of these individuals and their reflections on the value of these experiences in relation to their present activities and plans. (Initiated in 1957, Project Talent is a longitudinal study regarding the educational, career, and personal experiences of a national sample of 400,000 men and women who were in high school in 1960.) Based on the responses of 49,000 individuals from the original sample of approximately 200,000 ninth and tenth grade students, data are summarized and interpreted according to three dimensions of the respondents' lives: education, work, and personal. The report includes findings that indicate (1) most of the respondents considered their high school experiences to have been at least adequate or fairly useful to them in their subsequent education or occupations, and (2) nearly one-fourth of the respondents still planned to obtain further education toward various degrees. (This report includes approximately eighty pages of tabular data summarizing the response frequencies for each survey questionnaire item. The ninth and tenth grade questionnaires are both appended.) (EM)

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The American Citizen:
11 Years after High School

Volume II

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Dr. McLaughlin and Dr. Wise originated the plans for the report, developed the structure of the 10th and 9th grade data analyses, and supervised preparation of the report. The data analyses reported here were programmed by Drs. McLaughlin and Wise and Dr. David Gross. Drs. McLaughlin and Wise authored the introductory and methodological sections of this report. The discussions of the education-related data, the work-related data, and the personal and family data were authored by Dr. Gilmartin, Dr. McLaughlin, and Dr. Wise respectively. Dr. Clemans, Dr. Sandra Wilson, and Ms. Lauri Steel assisted in the review and editing of this report.

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ABSTRACT

The 1960 Project TALENT survey produced extensive information on the aptitudes, abilities, interests, background, educational experiences, activities, and plans of over 400,000 American high school students, and additional information on the characteristics and programs of their schools. Since 1961 Project TALENT has conducted longitudinal follow-ups of these same individuals in order to identify factors which have helped and hindered them in their development and to aid in the better utilization of the nation's human resources. This report, The American Citizen: 11 Years after High School, Volume II, presents data on the responses of nearly 49,000 individuals from the original sample of approximately 200,000 10th and 9th grade students to each of the questions in the 11-year follow-up.* Also included are copies of the follow-up questionnaires. Approximately 80 pages of tabular data make up the major portion of the report. The report also contains a brief summary of the follow-up techniques and statistical procedures used to obtain results which are representative of the original grade group.

The report provides information on the educational, career, and personal and family experiences of this group, and includes their reflections on the value of these experiences in relation to their present activities and plans. As was true for the 11th and 12th grade cohorts, almost half of these individuals, most of whom have high school diplomas, do not consider their high school experiences to have been "valuable" or even "fairly useful" to them in their subsequent education or occupations. In this their evaluation remains much as it was in 1960 when they were in high school. A second important finding is that nearly one-fourth of these men and women at age 29 still planned to obtain further education toward various degrees. These and other highlights of the data are discussed in the report.

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*Data on the responses of individuals in the TALENT 11th and 12th grade cohorts were published in a companion volume, The American Citizen: 11 Years after High School (Wilson and Wise, 1975).

The report also includes for the 9th grade cohort information on the average high school general academic aptitude scores of each group of respondents, i.e., those choosing each response option for each question. For the 10th grade cohort, information on the average SES level in 1960 of respondents' parents is provided for each group of respondents.

The tables in this report are intended to be useful for researchers who plan Project TALENT Data Bank studies and will suggest important avenues of investigation to others who may be as yet unfamiliar with this national resource. They are also of significance to those concerned with public policy, especially in the areas of educational programs and manpower development.

INTRODUCTION

The importance of the individual is a fundamental premise in American society, and therefore it is not surprising that a great deal of the nation's social resources are directed toward improving the quality of life of individuals through improved health, guaranteed welfare, and universal educational preparation for realization of each person's potential. It is becoming increasingly clear that, to be effective, innovative programs to enhance the lives of individuals must be based on an understanding of the dynamics of their lives--what values they hold, how training is used, how choices are influenced. The importance of this need to know about people is indicated by the prominence given to the results of "nationwide polls" in the newspapers. More substantive evidence of the investment being made to understand these processes in our society is provided by the creation of the National Institute of Education in 1970 to provide basic knowledge to improve the nation's schools and the recent increased emphasis on social and behavioral science research within the National Science Foundation.

Questions like the following, about the lives of individuals, must be answered in order to design educational and social programs that will provide long-term solutions to society's problems.

- How do schools and scholastic experiences affect the types of career opportunities open to individuals and the types of career choices made by them?

- How do schools and scholastic experiences affect the values and the quality of lives of individuals outside their work roles?

- How do schools and scholastic experiences of individuals affect their family lives and children?

- How do family roles affect career values and opportunities, and how do work roles affect family lives?

Such questions cannot be addressed in laboratory experiments; they must be addressed in the context of the rich diversity of individuals across the country. The influence of training in schools on job satisfaction, for example, varies dramatically depending on the career chosen. Only large national surveys can make headway in answering these crucial social questions.

But one-time national surveys are not sufficient; one cannot determine the effects of schools on career development without knowing what career potential individuals had prior to school. Children of high socioeconomic status (SES) parents have a better chance for a lucrative career, and the schools that serve such children could appear to have a beneficial effect on careers merely by that artifact. What is necessary is a longitudinal survey that assesses not only individuals' experiences and the outcomes of those experiences but also the inputs individuals bring to those experiences. College experience is positively correlated with lifetime earnings perhaps not so much because of what is learned in college as because college entrance is an indicator of inputs the individual will bring to his or her career.

Five major national longitudinal studies have been initiated to address some or all of these questions: the National Longitudinal Surveys (Parnes and Grasso, 1975), the National Longitudinal Study of the Class of 1972 (National Center for Education Statistics, 1976), the Youth in Transition project (Bachman and Johnston, 1973), the Michigan Panel Study of Income Dynamics (Morgan et al., 1974), and Project TALENT, a study of Americans now in their 30s who were in high school in 1960. Each of these studies has produced data of unique significance. Project TALENT has gathered the most extensive data on high school and postsecondary school experiences and on the abilities and interests youths bring as inputs to high school, and Project TALENT has followed individuals for the longest period (13 and 14 years for the two cohorts discussed in this report). It is important, therefore, that the results of these longitudinal surveys, and in particular of Project TALENT, be used in educational and social planning.

The present Project TALENT report therefore has three primary purposes. First, along with its companion volume (Wilson and Wise, The American Citizen: 11 Years after High School, Volume I, 1975), it serves as documentation of the results of the follow-up of Project TALENT participants eleven years after the graduation of their high school classes in 1960, 1961, 1962, and 1963. The tables in Appendix A of this report cover virtually all the information collected in the 11-year follow-up of those in the ninth and tenth grades in 1960. Further, we have included for each response to the follow-up two measures collected in 1960: the average SES of the parents of the students and the students' average general academic aptitude (GAA). The inclusion of the 1960 variables serves two additional purposes: to publish data on relations between some characteristics of high school students and later experiences and attitudes that have not heretofore been available, and to provide researchers with suggestions for relationships that can and should be investigated in more intensive studies of particular subsets of the Project TALENT data base. SES and GAA are but two among hundreds of high school level measures that might have been chosen for inclusion in this report; they were selected because of their relevance to current problems and to prior research.

A discussion of some of the more interesting aspects of the data has been included to begin to close the gap between the existence of these data and their use in social and educational planning. The discussions of these highlights of the data must be supplemented by more detailed analyses in order to deal adequately with the problems of understanding social processes, and it is hoped that the discussions here will generate increased interest in carrying out the needed studies.

METHODOLOGY

Sample

In 1960, Project TALENT instruments were administered to all students in a nationally representative stratified sample of 987 high schools. For high schools without ninth grades, students in feeder junior high schools were included. Each student in the sample was then assigned a "weight" equal to the number of students in the American high school population he or she represented. Thus, for example, 99,849 tenth graders and 101,777 ninth graders in the Project TALENT sample represented the 2,110,000 tenth graders and 2,240,000 ninth graders in the 1960 population. The sampling framework is described in detail in Wise, McLaughlin, and Steel, The Project TALENT Data Bank Handbook (1976).

Each of the four grade cohorts in 1960 was resurveyed one year, five years, and eleven years after the graduation of its high school class. The tables presented in this volume are based on the eleven-years-post-high-school survey of the tenth grade cohort during 1973 and 1974 and of the ninth grade cohort during 1974 and 1975. Questionnaires were mailed first on September 20, 1973 to the tenth grade cohort and again three, ten, and twenty weeks later, and mail responses were received from 20% of the sample. To correct for nonresponse bias, a representative sample of 2,551 of the other 80% was selected for intensive follow-up. Of these, 90% were reached and of these 91% were administered the survey instrument by telephone, primarily in the spring and summer of 1974. The procedures are described in detail in Rossi, Wise, Williams, and Carrel, Methodology of the Project TALENT 11-Year Follow-Up Study (1976).

For the ninth grade cohort, questionnaires were sent first on October 18, 1974, and again three, ten, and seventeen weeks later, and responses were again received from 20% of the sample. As before, a sample was selected for intensive follow-up to correct for nonresponse bias. In this case, unlike the procedures for prior intensive follow-ups in Project TALENT, the special intensive sample was selected according to strata of (1) general academic aptitude and (2) the percentage of ethnic minority members enrolled in the participant's high school. The rationale for the first dimension was that general academic aptitude had been found to be correlated with tendency to respond as well as with many variables studied in Project TALENT; the stratification allowed better correction for nonresponse bias. The rationale for the second dimension was that the frequency of minority members among TALENT respondents had been consistently lower than expected; by stratification on minority status, that could be corrected (if, as suspected, the percentage of minorities was highest among those not found in the intensive follow-up), and beyond that, additional members of minorities could be included to enlarge the data base for research studies on discrimination and other important factors in society affecting minorities. Because identification of the race of particular students was not possible in 1960, estimates of minority enrollment percentages obtained from school administrators were used in selecting the special intensive follow-up sample. Of the ninth grade special intensive follow-up sample of 4,029, 87% were found and of those found 90% provided usable information.

By weighting the responses of individuals in the intensive follow-up sample more heavily than those of "regular" mail respondents so that they stand for all the nonrespondents to the mail surveys, it is possible to obtain essentially unbiased estimates of the distributions of responses in the whole population. That procedure was used in producing the tables in this report, so that the numbers reported are free of nonresponse bias for all practical purposes. For the relatively small number of individuals selected for intensive follow-up from whom information could not be gathered, the assumption underlying the weighting procedure was that they would have responded the same as others who were similar to them in high school. For the tenth grade cohort (and the eleventh and twelfth grade cohorts) a complex multidimensional stratification weighting procedure described in an appendix to McLaughlin et al. (1974), Project TALENT's Special Sample: Is It Necessary? was used. For the ninth grade cohort, a simple correction of stratum sampling ratios was twelfth grade cohorts) a complex multidimensional stratification weighting procedure described in an appendix to McLaughlin et al. (1974), Project TALENT's Special Sample: Is It Necessary? was used.

For the ninth grade cohort, a simple correction of stratum sampling ratios was used. The weighting procedure used for the ninth grade cohort was substantially less expensive than the previously used procedure yet yielded comparable benefits.

In order to test the weighting procedures, two types of comparison were performed: first, would the weights allow reconstruction of high school data from the respondents to the 11-year survey; and second, would they provide estimates that matched population estimates from other data sources? For the first comparison, two variables were used: general academic aptitude, which had been used in determining weights, and socioeconomic status, which had not. Estimates based on follow-up data were compared to estimates based on 1960 data. The results are shown in Table 1, reproduced from Wise (1977), a study based on the ninth and eleventh grade cohorts. (The procedure used for the tenth grade was identical to that used for eleventh grade.) Clearly, the weighting system eliminated almost all nonresponse bias in these two variables.

For the second comparison, TALENT follow-up responses were matched to reports based on the U.S. Census. Strictly speaking, this goes beyond the intent of the design of Project TALENT. The TALENT sample is comprised primarily of cohorts each representing the population of students in a particular grade in 1960. Because some individuals leave the school system early, the sample was not intended to be exactly representative of a particular age group in the general population. Therefore, discrepancies are to be expected and each must be examined for possible artifactual explanations. Discrepancies that remain must be considered limitations on the representativeness of Project TALENT, unless one is to question the census results.

Table 2 shows a comparison of the racial distribution of each grade and sex in the TALENT sample to national norms for a roughly comparable age group. There are only slight differences between the percentages for the 9th grade and the national percentages, but these differences increase noticeably for the 10th through 12th grades. The increasing

Table 1

Approximate Bias and Standard Error for Three Methods of Estimating Population Values of General Academic Aptitude and Socioeconomic Index from Project TALENT Follow-up Data

	11th Grade Males			11th Grade Females		
	Means		Standard Deviation	Means		Standard Deviation
	Estimated Bias	Approximate Standard Error	Estimated Bias	Estimated Bias	Approximate Standard Error	Estimated Bias
General Academic Aptitude						
Estimates based on mail respondents only	.369σ	.010σ	.085σ	.345σ	.010σ	-.098σ
Estimates including special respondents	.036σ	.025σ	.017σ	.084σ	.024σ	-.040σ
Estimates including correction for special nonrespondents	.005σ	.025σ	.010σ	.030σ	.024σ	-.028σ
Socioeconomic Index						
Estimates based on mail respondents only	.178σ	.010σ	-.050σ	.182σ	.010σ	-.081σ
Estimates including special respondents	.050σ	.025σ	-.040σ	.030σ	.024σ	-.010σ
Estimates including correction for special nonrespondents	.030σ	.024σ	-.030σ	.000σ	.024σ	-.010σ

	9th Grade Males			9th Grade Females		
	Means		Standard Deviation	Means		Standard Deviation
	Estimated Bias	Approximate Standard Error	Estimated Bias	Estimated Bias	Approximate Standard Error	Estimated Bias
General Academic Aptitude						
Estimates based on mail respondents only	.488σ	.011σ	-.066σ	.486σ	.011σ	.087σ
Estimates including special respondents	.078σ	.022σ	-.010σ	.085σ	.022σ	-.010σ
Estimates including correction for special nonrespondents	.018σ	.023σ	-.006σ	.011σ	.023σ	.003σ
Socioeconomic Index						
Estimates based on mail respondents only	.248σ	.011σ	-.048σ	.252σ	.011σ	-.058σ
Estimates including special respondents	.067σ	.022σ	.019σ	.019σ	.022σ	-.019σ
Estimates including correction for special nonrespondents	.038σ	.023σ	.019σ	-.010σ	.023σ	-.010σ

Table 2

Distribution by Race of Each TALENT Cohort and In the General Populatio

	TALENT				Census*
	9th Grade	10th Grade	11th Grade	12th Grade	U.S. Population Aged 25-34
			Males		
White	87	88	91	90	88
Black	8	5	5	4	10
Mexican/American	2	1	1	1	
Oriental	-	1	1	-	
American Indian	-	-	-	-	
Other, mixed, no response	3	5	2	5	
			Females		
White	88	86	90	89	87
Black	9	7	7	5	11
Mexican/American	2	2	1	1	
Oriental	-	1	1	-	
American Indian	-	-	-	-	
Other, mixed, no response	1	4	1	5	

*Source: 1975 Statistical Abstracts

deviation from national norms is undoubtedly a reflection of the higher rate of dropouts during high school among minorities: Project TALENT's sample was limited to high school students.

Table 3 shows the distribution of the 9th and 10th grade cohorts by marital status and the corresponding distributions for roughly similar age groups in the general population. The changes in the general population from the age 25 to 29 group to the age 30-34 group points up the flux in marital status for this age group. The marital status distribution for the TALENT cohorts, when weighted appropriately, falls quite clearly between these two age groups, indicating a close correspondence to the general population. Table 4 shows a similarly close correspondence between the TALENT cohorts and the general U.S. population with respect to the number of children of men in this age group. Thus it would seem that for a great many purposes the TALENT sample is sufficiently similar to the general population to permit useful generalizations.

Measures

The follow-up survey instruments are reproduced in Appendix B. In addition to response distributions for the items on these questionnaires, the tables in this report present the socioeconomic status (SES) level, as measured in high school, of the tenth graders selecting each response and the general academic aptitude (GAA) level for ninth graders who selected each response.

The measures included in the survey instruments used for the 11-year follow-up covered three broad areas: education, work, and personal experiences and attitudes. The intent of the questionnaires was to contribute to a data base sufficient for valid analyses of the dynamics of personal development within American society and the role of schools in that development. Thus, questions about education went beyond dates of degrees and majors to assess the respondents' views of the role of schooling in their development and their memories of deficiencies in their schooling. The education measures for which tables are presented

Table 3

Marital Status of the 9th and 10th Grade Cohorts and the General Population

	Males				Females			
	TALENT		Census*		TALENT		Census*	
	9th Grade	10th Grade	Age 25-29	Age 30-34	9th Grade	10th Grade	Age 25-29	Age 30-34
Single	11	14	23	4	9	8	13	7
Married	79	79	73	84	79	82	80	6
Divorced	7	4	4	5	8	6	6	7
Separated	2	2	-	-	1	2	-	-
Widowed	0	0	-	-	1	1	1	1
Omit	2	2	-	-	1	1	-	-

*Source: 1975 Statistical Abstracts

Table 4

Number of Children for Males in the TALENT 9th and 10th Grade Cohorts and the General U.S. Population

	TALENT		Census*
	9th Grade	10th Grade	Age 25-34
None	25	26	21
1	27	25	25
2	28	33	33
3	15	12	15
4 or more	4	4	7

*Source: 1975 Statistical Abstracts

are summarized at the beginning of Appendix A. A four-character code based on a topical ordering of the measures has been assigned to each measure to aid specification of further analyses, which the Project TALENT staff will perform for any valid research objective a reader might desire. (See the Project TALENT Data Bank Handbook for further information on use of the data.)

Measures in the area of work cover experiences, such as occupation, pay, employment history (but not particular employers), unemployment experiences; they cover influences on career decisions and sources of career information; they cover career values both as general attitudes and in relation to one's current job; and they cover plans for the future. Also, two extensive items focused on women's work history and career goals. Tables of frequencies of occupations have been included, for one's current job, one's spouse's job, one's career plans, and the person's assessment of the field in which high school or college or other schools may have prepared him or her for a job. The occupations were coded from free responses (see questionnaires in Appendix B) into a taxonomy of 4-digit codes by coders trained to use the Project TALENT occupational coding system. For the table of current occupations, these 4-digit codes have been grouped into about 250 derived occupational codes, using a standard Project TALENT transformation. Current occupations and career plans have been further grouped into fourteen career fields. (See McLaughlin and Tiedeman, 1974, for the relations between these career groups and those proposed by Holland and by Roe.) Other occupational tables presented in this report were based on the 100 categories consisting of the first two digits of the Project TALENT 4-digit taxonomic code. For the ninth grade cohort, census codes for occupations are also available for research use, although they are not included in tables presented in this report. The work measures for which tables are presented are summarized at the beginning of Appendix A.

Measures in the area of personal experiences and attitudes focused primarily on marital and childbearing experiences and plans. In addition, measures of personal health, quality of life, and amount of time spent in various activities were included; perceptions of discrimination were assessed; and a few personal statistics--height, weight, race--were included. These measures are summarized at the beginning of Appendix A.

The 1960 socioeconomic status measure is a sum of normalized standard scores derived from answers to nine questions on the Project TALENT Student Information Blank, transformed to a mean of 100 and standard deviation of 10 across all four Project TALENT cohorts. The nine items consisted of the level of education of each parent, the type of work of the father, the student's estimate of family income and the value of the home, and four questions concerning possessions: number of books, number of kitchen and housework appliances (e.g., electric dishwasher), number of communication appliances (e.g., television set), and number of schoolwork aids (e.g., typewriter). The measures are described in detail in Wise et al. (1976). For the tenth grade cohort the mean SES scores were 97.7 (males) and 97.5 (females), and for the ninth grade cohort they were 96.9 (males) and 96.3 (females). The standard deviations for the two grades were 10.2 (males) and 10.2 (females), and 10.7 (males) and 10.2 (females), respectively.

The high school general academic aptitude measure was a weighted composite of seven cognitive test scores. Most highly weighted were English usage, reading comprehension, and mathematical achievement test scores, but vocabulary, creativity, abstract reasoning, and mathematical knowledge were also included. The component tests are described in detail in Flanagan et al. (1962). For the ninth grade cohort, the mean GAA scores were 432 (males) and 455 (females), and for the tenth grade they were 471 (males) and 482 (females); the standard deviations were 119 (males) and 111 (females) and 120 (males) and 110 (females), respectively.

Readers will note that in many tables only one of the two grade cohorts is represented. That is because different areas of experience were selected for in-depth questions for the different grade cohorts and because of some item revisions between grade cohorts.

HIGHLIGHTS OF THE DATA

It is not the purpose of this section to summarize all of the findings or potential analyses based on the 11-year follow-up. The number of analyses that can be performed with Project TALENT data is nearly unlimited. Instead, this section is intended to draw attention to some of the more interesting and important results that suggest major areas for more intensive investigation.

The highlights are organized into three sections--Education, Work, and Personal—corresponding to the major role areas covered by the survey. The discussion within each section is organized around major questions addressed by the data.

Education

The original purpose of Project TALENT was to explore how the nation's most precious resources, the talents of its youth, were being developed and put to use. Hence, it is not surprising that educational experience is the richest content area in the Project TALENT data base. In this section, five aspects of educational experience are explored using the results of Project TALENT's 11-year follow-up.

(1) How much education was acquired by age 29 by members of each sex, and how closely was amount of education related to SES and GAA?

Education is the key to many opportunities. To the extent that various barriers prevent certain groups (e.g., women and low SES individuals) from acquiring as much education as is commensurate with their abilities, they have been denied opportunities for full self-actualization and full participation in our society. Therefore, it is vitally important for national policy decisions that we determine the characteristics of persons who do or do not achieve various levels of education.

Figure 1 displays the percentages of men and women who passed through various points in the educational system and terminated their

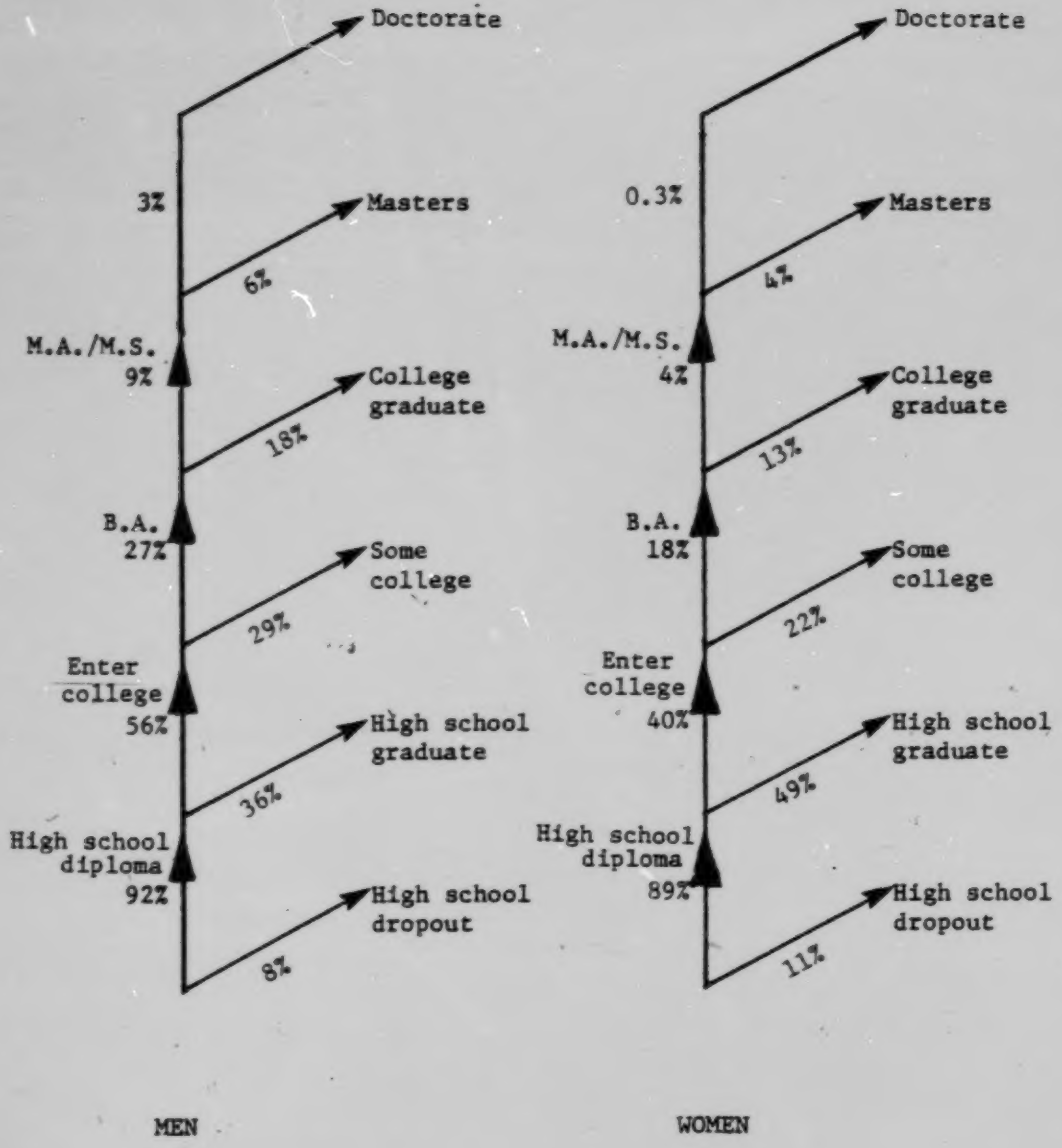
Doctorate
3%
Masters
6%
M.A./M.S.
9%
College graduate
18%
B.A.
27%
Some college
29%
Enter college
56%
High school graduate
36%
High school diploma
92%
High school dropout
8%
MEN
Doctorate
0.3%
Masters
4%
M.A./M.S.
4%
College graduate
13%
B.A.
18%
Some college
22%
Enter college
40%
High school graduate
49%
High school diploma
89%
High school dropout
11%
WOMEN

Figure 1. Percentages of men and women who achieved various levels of education

education having received various degrees. The percentages at all the terminal branches add up to 100% for each sex. Approximately 90% of the sample graduated from high school, 50% entered college, 20%-30% graduated from college, and 5%-10% received some graduate degree. There was a consistent difference between men and women, however, with women tending to terminate their educational careers earlier. The ratio of women to men got smaller at each successive educational level; at high school graduation the ratio was .97, upon entering college the ratio was .71, at college graduation it was .65, after receiving a master's degree it was .46, and by the doctorate level the ratio of women to men had dropped to .10.

Although Figure 1 indicates the progressive loss of women relative to men, it is not easy with the information presented in cumulative form to identify at which points women were dropping out of the educational system faster than men. Figure 2 contains the same information as Figure 1, but now presented as the relative frequencies of continuing or terminating one's education at each of the choice points. When displayed in this manner, the ratios of the proportion of women continuing to the proportion of men continuing were .97 in high school*, .74 entering college, .91 completing college, .71 getting a master's degree, and .22 going on to earn a doctorate.

This comparison identifies the points at which women were more likely than men to terminate their education. Women were as likely as men to graduate from high school, and once they had enrolled in college, they were almost as likely as men to receive a bachelor's degree. Women who graduated from high school were less likely to go to college at all, however. The biggest discrepancy between men's and women's behavior occurred following college; a women college graduate was far less likely

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*Actually, a higher proportion of women than men graduate from high school with their classes, that is, more men drop out. Of those who do not graduate with their classes, half the men but only one-quarter of the women get a high school diploma later. Therefore, within a couple of years after scheduled high school graduation, a higher proportion of men than women have received a high school diploma.

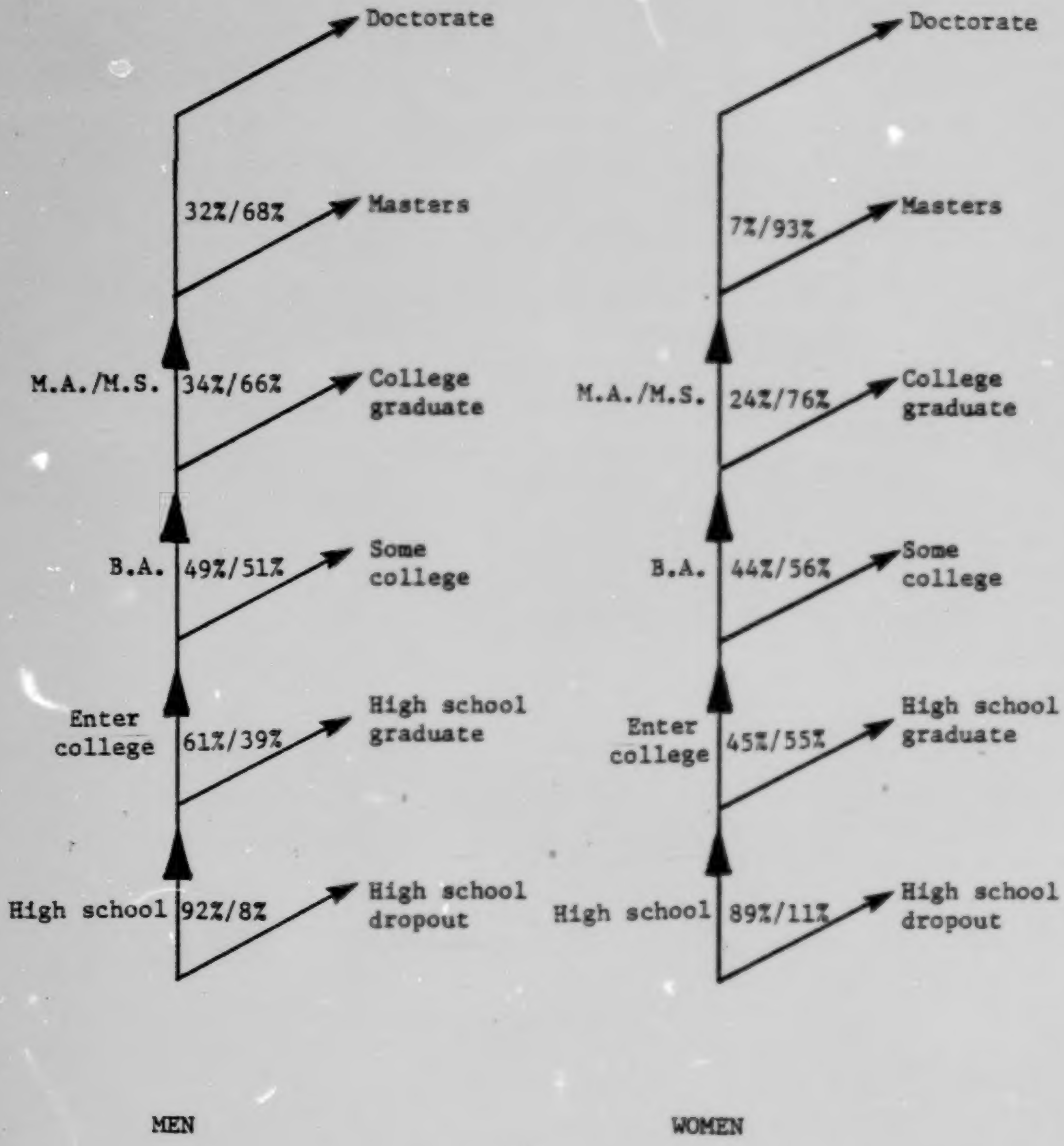
Doctorate
32%/68%
Masters
M.A./M.S.
34%/66%
College graduate
B.A.
49%/51%
Some college
Enter college
61%/39%
High school graduate
High school
92%/8%
High school dropout
MEN
Doctorate
7%/93%
Masters
M.A./M.S.
24%/76%
College graduate
B.A.
44%/56%
Some college
Enter college
45%/55%
High school graduate
High school
89%/11%
High school dropout
WOMEN

Figure 2. Percentages of men and women who did and did not continue their education at each choice point

*NOTE: The first percentage of each pair is the percentage of persons at that choice point who continued their education, and the second is the percentage who terminated their education at that point. For example, of the 92% of the men who graduated from high school, 62% entered college and 38% stopped with a high school diploma.

than a man to receive a master's degree, and a woman with a master's degree rarely continued on to receive a doctorate. If, following the master's degree, as high a proportion of women as men received doctorates, that one change would increase the proportion of women in the population who had earned doctorates sixfold!

Figure 3 displays the standard score deviations of General Academic Aptitude (GAA) from the mean for each sex for men and women who continued or terminated at various points in the educational system (the numbers outside of parentheses). (One should remember that GAA and SES were measured during high school, not at the time that these persons decided to terminate or continue their education.) As one would expect, the higher the level of education, the more select the students in terms of GAA. Since fewer women than men continued on to each successive educational level, one might expect that the women at the upper educational levels would have constituted a progressively more select group, that is, that they would have been substantially higher above the female mean on GAA (as measured in 9th grade) than their male classmates were above the male mean. Surprisingly, the data do not generally support this hypothesis. Women who remained in the educational system at each point had only slightly higher GAA scores (relative to their sex mean) than did comparable men: +.12 vs. +.09, +.49 vs. +.46, +.96 vs. +.79, +1.17 vs. +1.05, and +1.70 vs. +1.34. This last comparison, between women and men with doctorates, is a sizable difference. Very few women (1 in 500) received doctorates, however, and this difference could be spurious; on the other hand, these data may be evidence of self-selection or sex discrimination in doctorate level graduate programs. The rest of the comparisons of women and men in the educational system do not support the hypothesis that only exceptionally able women are able to proceed at each choice point.

A comparison of the data on those who had terminated their education at various points tells a very different story. Here women were usually clearly superior to comparable men in academic aptitude: -.91 vs. -.96, -.19 vs. -.43, +.12 vs. +.15, +.89 vs. +.65, +1.13 vs. +.92; unfortunately, these persons were the "dropouts" of the educational

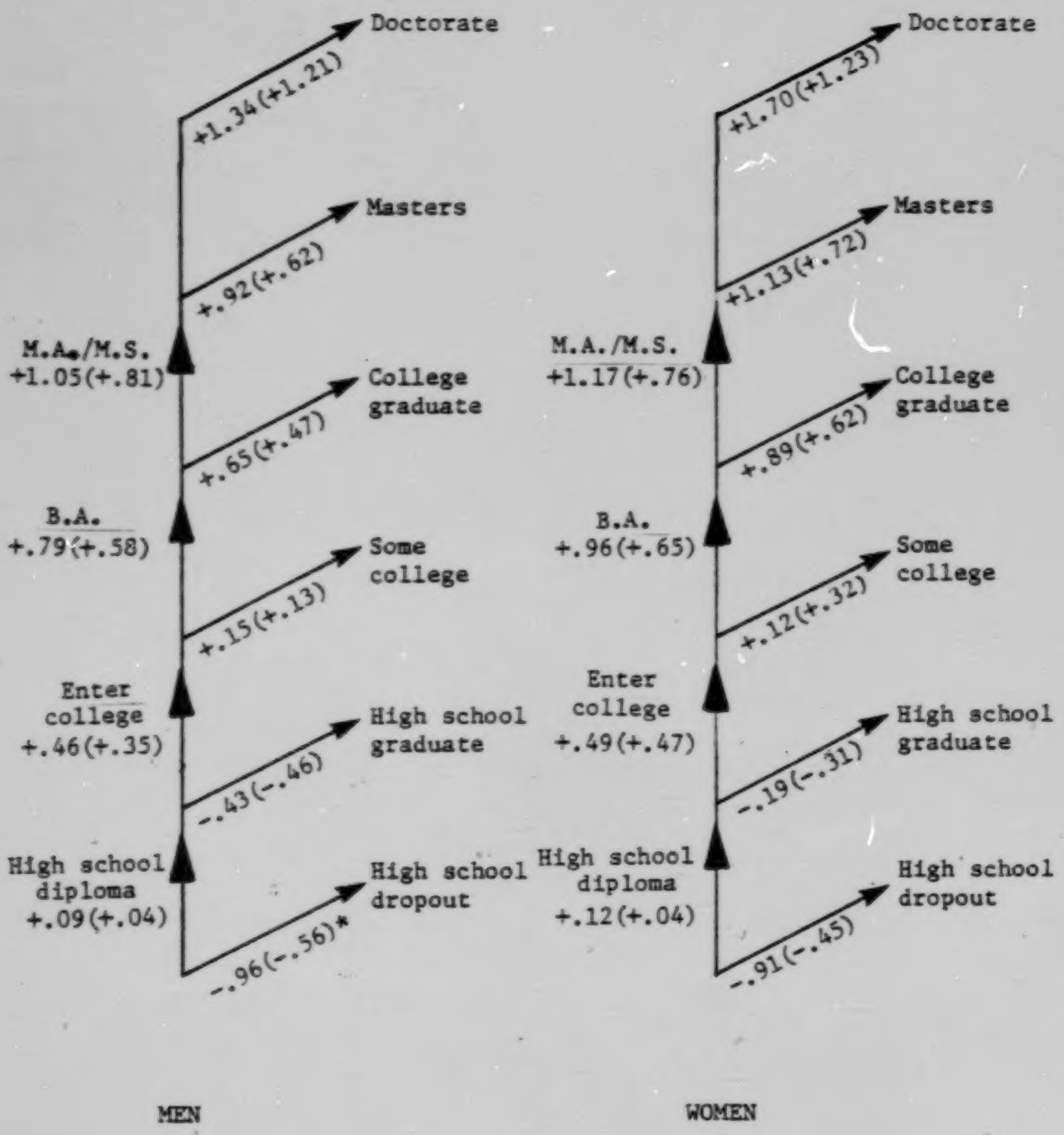
Doctorate
+1.34(+1.21)
Masters
+.92(+.62)
M.A./M.S.
+1.05(+.81)
College graduate
+.65(+.47)
B.A.
+.79(+.58)
Some college
+.15(+.13)
Enter college
+.46(+.35)
High school graduate
-.43(-.46)
High school diploma
+.09(+.04)
High school dropout
-.96(-.56)*
MEN
Doctorate
+1.70(+1.23)
Masters
+1.13(+.72)
M.A./M.S.
+1.17(+.76)
College graduate
+.89(+.62)
B.A.
+.96(+.65)
Some college
+.12(+.32)
Enter college
+.49(+.47)
High school graduate
-.19(-.31)
High school diploma
+.12(+.04)
High school dropout
-.91(-.45)
WOMEN

Figure 3. Standard score deviations from the mean for each sex for 9th grade GAA scores and 10th grade SES scores for men and women who achieved various levels of education

*NOTE: The first number refers to the GAA scores, and the second refers to the SES scores. For example, men who dropped out of high school were 1.02 standard deviations below the male mean on GAA and .56 standard deviations below the mean on SES.

system. It seems that, more so than men, large numbers of women who had the academic abilities when entering high school to continue their education did not do so. In fact, as would be expected, the women who terminated their education were most superior to comparable men at just those choice points where women were less likely than men to continue: high school graduates who did not enter college, college graduates who did not earn a master's degree, and persons with a master's degree who did not continue on for a doctorate (compare to the sex differences in Figure 2).

Figure 3 also displays the standard score deviations of SES from the mean for each sex for men and women who continued or terminated at various points in the educational system (the numbers in parentheses). Parents' SES was closely related to children's level of education, and as was found for GAA, large differences between comparable men and women tended to occur only among the various levels of educational dropouts, with women who terminated their education having come from higher SES families than comparable men.

A final question is to what extent SES continues to be a significant factor in educational attainment beyond the early high school years. At the time of the 1960 testing there was already a correlation of .46 between SES and GAA for 9th graders of each sex. Both of these variables are highly predictive of the participants' eventual level of education, with SES accounting for roughly 20% of the variation in level of education and GAA accounting for 30%. Among students with comparable levels of SES, GAA still accounts for 16% of the variation in level of education, while SES accounts for only 6% of the variation among students with comparable levels of academic aptitude. Thus, while SES is closely related to the level of academic abilities developed prior to high school and continues to have a significant influence on eventual educational attainment independent of those abilities, the abilities developed prior to high school play a much larger role than SES in determining eventual educational attainment.

To summarize, women tended to terminate their educational careers earlier than men. The proportion of women continuing their education was especially smaller than the proportion of men at entrance into college, acquisition of a master's degree, and acquisition of a doctorate. Women in successively higher levels of education did not come from a more select group of 9th graders than men at those levels (except at the doctoral level), as would have been expected if only the most able women continued at each choice point (i.e., if the "cutoff" levels were different for men and women). Women who terminated their education short of a doctorate did tend to be more academically able than men who terminated at those points, simply because a larger percentage of able women were not continuing their education. The relation of parents' SES to level of education was similar to, but weaker than, the relation of GAA to level of education.

(2) What kinds of noncollegiate postsecondary schools have these 29-year-olds attended, and what have their experiences been?

A large number of high school graduates enrolled in some kind of noncollegiate school (48% of the men and 35% of the women), and a high proportion of them completed the program they enrolled in (80% of the men, and 72% of the women, with an additional 3% of each sex actively enrolled 11 years after high school). As a result, more people (three of every eight men and two of every eight women) had a degree or certificate from a noncollegiate postsecondary school than had a bachelor's degree.

The most common kinds of schools for men were armed forces schools (44%), technical schools for training in electronics, drafting, computer programming, medical or dental technician training, and so on (22%), and trade, apprentice, or vocational school (19%). For women, the common kinds of schools were secretarial or business schools (35%), technical schools (14%), trade schools (10%), and nursing schools awarding an R.N. (9%). Overall, there was no relation between whether a person had ever attended a noncollegiate school and either 10th grade SES or 9th grade GAA; however, particular kinds of schools attracted more able or less academically able students. Women who attended schools of nursing that awarded an R.N. tended to have high academic abilities, while women who attended schools of practical nursing tended to have low academic abilities. For both sexes, trade schools attracted and served students with low GAA.

The most frequent reasons for dropping out of a noncollegiate course were, for both sexes, deciding they did not want to go into that field, taking a job, and being unable to afford to stay in the course. Persons who reported that they could not afford to stay in the course tended to have lower SES scores than those who gave other reasons for dropping out, indicating a barrier to low SES students that could be mitigated by additional financial aid.

In summary, 38% of the men and 25% of the women in the sample had received a degree or certificate from a noncollegiate postsecondary school by age 29. The primary trainer of the men was the armed forces; one-third of the women went to secretarial or business schools. Men and women who completed their courses tended to have average SES backgrounds and GAA scores. For both men and women, the modal length of the courses was between three months and one year, the mean length was about one year, and one student in six took a course two or more years long. A change in career interests, impatience to get into the job market, and lack of funds were the most frequently given reasons for dropping out.

(3) What has been the college experience of this population, in what ways was GAA related to the subject matter chosen in college, and what reasons were reported for dropping out?

As was discussed above under the first educational issue, 56% of the men and 40% of the women enrolled in college, and slightly fewer than half of each group received a bachelor's degree, resulting in 28% of the men and 18% of the women with B.A.s. Unlike students at noncollegiate schools, college students tended to come from high SES families and to have had high academic ability in 9th grade. The size of the difference between persons who attended college and those who did not was approximately three-quarters of a standard deviation on SES for both sexes, three-quarters of a standard deviation on GAA for women, and one standard deviation on GAA for men.

Most students entered college the year their class graduated from high school. Many entered college later, however; 23% of the college men and 15% of the college women waited at least two years before entering college. Students who entered immediately after high school tended to have higher SES and GAA scores than those who entered later. Five percent of the students receiving bachelor's degrees completed college in three years, but most took four years. One-quarter of the male college graduates and 12% of the female college graduates took six to ten years to complete college. Although men who completed college in four years had higher SES and GAA scores than those who took longer, this was not true for women.

In spite of the increasing range of occupational roles that were opening to women, sex stereotyping of college majors was still evident among these students of the mid-60s. The most popular majors for men were business, engineering, history, and mathematics; for women, elementary education, English, business, other education, and nursing. Of majors that were chosen by at least 2% of the students, those that attracted the most academically able men were English, political science, math, chemistry, economics, history, and biology, while male physical education majors had the lowest GAA scores. The majors that attracted the most academically able women were foreign language, English, history, and psychology, while female business majors had the least academic ability.

For those students who entered college but later dropped out without earning a bachelor's degree, SES and GAA were related to how long the person stayed in college. Students who remained in college less than two years tended to have low SES and GAA scores for college students, and those who dropped out during the first year of college tended to have GAA scores below the entire population mean. Women who dropped out of college were likely to do so sooner than men who dropped out--30% of the female dropouts left during the first year compared to 16% of the male dropouts.

The most frequent reasons men gave for dropping out of college were financial difficulties and the need to earn more money to be able to go back to college (28%), entering military service (20%), poor grades (14%), and being offered a job (9%). For women, the most frequent reasons for dropping out of college were getting married (30%), financial difficulties and the need for more money to pay for schooling (21%), and pregnancy or children (16%). Although marriage and children were frequent reasons for women leaving college, men must have had equally great pressures in other areas (e.g., military service, poor grades), since approximately the same proportion of women and men who entered college graduated.

In summary, college students came mainly from high SES backgrounds and had high academic abilities. Many students, especially men, entered college two or more years after their expected high school graduation, but they tended to be less able academically. Further research is needed to determine why they entered college late and whether they were less likely to graduate. Similarly, many students, especially men, took six or more years to complete college from the time they entered; men who took longer than four years had lower GAA scores than those who finished in four years. Men were far more likely than women to major in science, and women were more likely to major in education; women who did major in science had very high academic aptitude, and men who majored in education had low academic aptitude for college students. Most of the students who dropped out of college during the first two years had low GAA scores and probably did not have the ability to complete college without special help in some form (e.g., tutoring, slower classes). Women who dropped out of college tended to do so earlier than men. Women more frequently than men named marriage and children as reasons for dropping out of college; however, approximately the same proportion of women and men who entered college graduated.

(4) How many 29-year-olds hold licenses, certificates, and graduate degrees, and which are they still planning to receive?

Although men were two and one-half times more likely than women to receive a graduate degree, women were three times more likely than men to receive a license or certificate. Twelve percent of these 29-year-old women and 4% of the men had received a certificate. Women received primarily teaching certificates (66%) or R.N. licenses (24%), with the remaining 10% of this subgroup receiving practical nursing certificates. The men in this subgroup usually received teaching certificates (90%) or C.P.A. licenses (8%), with the remaining 2% split between practical and registered nursing certificates. Women with R.N. licenses had had high SES and GAA scores in high school, and women with teaching certificates had even higher scores, comparable to the scores of women who receive graduate degrees. It should be remembered that obtaining a teaching license in the middle to late 1960s often did require enrollment in a graduate program and in some cases a graduate degree as well, and thus many of these women may have received both a graduate degree and a teaching certificate. While almost one-third of the men with bachelor's degrees obtained a graduate degree, fewer than one-quarter of the women did; presumably, many women with the abilities to complete graduate programs did not gain admission or else chose to teach at the elementary and high school levels instead.

Although many students entered graduate school four years after high school graduation, that is, immediately after graduating from college, most students entered graduate school six to eleven years after high school graduation, at the ages of 24 to 29. Men who entered graduate school later had lower academic abilities than those who entered four or five years after high school graduation, but this was not true for women. As might be expected, men who spent four or more years in graduate school had higher GAA scores, because many of them were Ph.D. or M.D. candidates. This relationship was not apparent for women, presumably because many of the most able women were not continuing beyond a master's degree.

The most popular graduate majors for men were (in order of frequency) education, law, business, engineering, religion, medicine, psychology, and mathematics. For women the most popular graduate majors were education (especially elementary education), English, mathematics, foreign languages, and music. The graduate majors that attracted the men with the highest levels of academic ability in high school were English, mathematics, law, and medicine. The graduate majors that attracted the women with the highest GAA scores were mathematics, English, and foreign languages.

Although the Project TALENT participants were 29 years old at the time they responded to the 11-year follow-up survey, large numbers of them were planning extensive amounts of additional education towards various degrees. Seven percent of the men and 6% of the women were still planning to earn a bachelor's degree, 8% of the men and 7% of the women were planning to receive a master's degree, and 4% of the men and 3% of the women were planning to receive some kind of doctoral degree. Comparing these plans to the percentages of each sex who had already received such degrees (see Figure 2) reveals how significant the frequencies of these plans are. If all of these educational plans were realized, the number of persons in this cohort with bachelor's degrees would increase by one-third, the number of persons with master's degrees would more than double, the number of men with doctorates would double, and the number of women with doctorates would increase sevenfold!

How likely is it that these plans will be carried out? Persons who were planning to receive various degrees tended to be one-third standard deviation below the GAA mean of those who had already received those degrees. Nevertheless, these were highly able individuals, especially those planning to receive graduate degrees. Many, if not most, did have the academic aptitude (judging from their 9th grade scores) to earn the degrees they were planning to receive. It is quite possible that many of these individuals continue to be faced by the same barriers that prevented them from achieving their plans earlier (e.g., financial problems, family responsibilities, health), and for these reasons their plans may continue to be unfulfilled.

The greatest barrier to all these persons achieving their educational plans and entering appropriate careers, however, is the lack of demand for a matching number of professionals. Present projections are that the current overabundance of persons with graduate degrees, especially Ph.D.s, will increase during the next few years (Scientific, Engineering, Technical Manpower Comments, September 1975), and in many professional circles a prime topic of conversation is the difficulty of finding jobs for graduate students who have recently received degrees. The Bureau of Labor Statistics (1975) projected about 580,000 Ph.D.s seeking to enter the U.S. labor force between 1972 and 1985 with only a total of 187,000 new openings in jobs requiring Ph.D.s. Thus, "if present trends continue in patterns of use of Ph.D.s relative to other workers and in the proportion of persons obtaining doctoral degrees, only one out of every three Ph.D.s would find traditional doctoral employment"!

It is possible that most of these educational plans were serious intentions. It is also possible that they were merely hopes or aspirations that had not been well thought out and have not been acted upon. If the former, many of these persons may be disappointed, either because there will be no room for them in appropriate educational programs or because there will not be enough appropriate jobs to go around when they graduate. It would be useful for national educational policy planning concerning graduate education and continuing education to determine the extent of the educational activities of these persons in the next few years, the frequency with which they were unable to continue their education because of a scarcity of openings in the appropriate programs, and the extent to which this additional education affected their careers.

In summary, more women than men received certificates or licenses. Large numbers of women earned teaching certificates, most of whom had sufficiently high academic abilities in high school to expect that they could have gone on to graduate school, and some of the women may have obtained a graduate degree in addition to the teaching certificate.

Even at the graduate school level, men and women in the early 70s continued to specialize in different majors, with the men predominating in business, law, engineering, science, medicine, and religion. Large numbers of respondents indicated that they planned additional education toward various degrees; more persons planned to earn master's degrees and doctorates than had already received them. The academic aptitude of these persons was usually compatible with their plans, but it is not yet known what other barriers have been encountered in the past few years or how much of the planned education has actually been achieved.

(5) How do 29-year-olds perceive the value of their high school, college, and graduate school education?

When asked for an overall evaluation of the usefulness of their high school education, approximately one-quarter of the population indicated that it was a complete waste of time or proved of very little use, one-quarter indicated that it was adequate, one-quarter that it was fairly useful, and one-quarter that it was valuable. Women tended to have a slightly higher opinion of high school than did men. Perhaps surprisingly, there was no relation between their parents' SES and the evaluation of high school given by these young adults.

Over 30% of both sexes agreed that high school had taught them some interesting things, even if not things of practical value; that some friendships made in high school had been important; and that high school had prepared them for more advanced education. In addition, over 30% of the women indicated that high school had helped them develop a set of values and become better citizens. An option that was chosen conspicuously few times was high school enriching students' use of leisure time. Nine percent of the respondents thought they would have been better off in an entirely different kind of school, and 3% thought they would have been as well or better off if they had not gone to high school.

It is perhaps unfortunate that high school is so infrequently rated as useful for enriching people's use of leisure time. It is just those persons who do not go to college who tend to have the most leisure time and are most uncertain how to use it (Wilensky, 1961; Smigel, 1963). The average amount of leisure time has been increasing in recent decades for blue-collar workers, but not for white-collar workers; Smigel states that the working class has become the new leisure class. But at the same time, low SES individuals are frequently dissatisfied with their use of leisure time, possibly because colleges do a better job than high schools in preparing their students for fulfilling use of leisure time.

When evaluating the worth of their college education on the same dimensions, both sexes thought that college was more worthwhile than high school for enriching their use of leisure time, giving them the skills for carrying out their jobs, and helping them get more interesting jobs than they probably could have gotten otherwise. College was perceived as less worthwhile than high school for preparing students for more advanced education, presumably because a smaller proportion of college students than high school students planned to continue their education after graduation. Four percent of the respondents indicated that their college education was adequate but did not have exceptionally important value, and 4% thought it had no real value at all. These last two responses were chosen by persons with lower GAA scores than other college students; probably many of these respondents were college dropouts.

Finally, when graduate students were asked to evaluate their graduate education, both sexes thought that graduate school was more worthwhile than college for giving them the skills necessary to carry out their jobs, and men thought graduate school was more worthwhile for helping them get a more interesting and better-paying job than they probably could have gotten otherwise. On the other hand, both men and women indicated that graduate school was less valuable than college for learning some things that were interesting and worth knowing though not of practical value, and women indicated that graduate school was less valuable for helping them become better citizens, for enabling them to make some important friendships, and for enriching their use of leisure time. These responses are not surprising, since graduate school is primarily vocational in aim. Four percent of the respondents stated that their graduate education was adequate, but did not have exceptionally important value, and 1% stated that it had no real value at all; a greater proportion of women than men were dissatisfied with their graduate education.

In summary, it is disturbing that 23% of the men and 18% of the women thought their high school education was of very little use or a complete waste of time; however, an equal number thought it was valuable. Only 3% thought they would have been as well or better off if they had not gone to high school. College was evaluated as being worthwhile for enriching one's use of leisure time by a higher proportion of the respondents than high school had been, and college was more often associated with developing job skills and finding an interesting job. Graduate education appeared to be primarily for professional training, being more often associated with acquiring job skills and finding interesting and high-paying jobs than was college, but less satisfying in most other areas involving self-development than college. Women were consistently less satisfied with graduate school than were men.

Work

After education, the greatest volume of data in the Project TALENT files relates to the work roles of individuals. The potential for useful research on career development appears to be unlimited; for example, we can well imagine interest in a study of the effects of parents' socioeconomic status (SES) on the differences between men's and women's attitudes toward various dimensions related to job satisfaction (e.g., does an impoverished background increase working men's needs for a job with good starting income more than working women's?). This is but one of many interesting combinations of variables, yet it is one to which a table in this report (see page A-37) provides a tentative answer: the effects of childhood poverty on career values are approximately the same for the two sexes. The relation between SES and rating of the importance of different variables was the same for both sexes.

In this section, three major research questions are posed, and the relevance of the results of Project TALENT's 11-year follow-up to these questions is explored.

(1) What were the major *__influences__* *on career choices, how were they related to SES and GAA, and how did they differ between the sexes?*

For both sexes the major influence in choosing a career was that the work itself seemed to be satisfying, in terms of being interesting, important, enjoyable, and fitted to their aptitudes. One in four males and one in six females said they just happened to get a job in the field and later decided to stay in the field, either because they liked it or, in a few cases, because there was no good opportunity to change. Developing a career plan from a job they happened to get was particularly characteristic of children of low SES parents. Only a few, 8% of the men and 3% of the women, went into the field because it was their father's or mother's field, and these were generally children of rich parents. One in five, of each sex, noted advice of others as important, 6% citing parents' advice and 6% citing the advice of an acquaintance in the field. Fewer than 2% cited the advice of a school counselor, and it appeared that school counselors and teachers exerted an important influence only on students with very high academic aptitude. Fewer than one in twenty felt that he or she had no choice in careers; fewer than one in thirty chose a career as a reaction against advice of another or because the work would be easy.

More women thought about and decided upon their career in high school than at an earlier or later age, but men tended to decide upon careers at a later age, usually when they were out of school. About one in every five men did not make a definite choice before age 26, and they tended to be the sons of low SES parents. Nearly 50% of both sexes said their choices were based on knowledge of the career, but more than 25% acknowledged that they had entered their careers with little prior knowledge. The latter group tended to have less affluent parents than their peers.

To summarize, there apparently was a great deal of freedom of career choice among students finishing high school in the early 60s, without a great deal of influence from parents, counselors, or others; however, children of low SES parents felt less freedom of choice. School counselors were reported as significant influences primarily by those who had been the most academically able students. Finally, although we cannot identify cause-effect relationships, there is tentative evidence to suggest that lack of career information and delay in making career choices may be mechanisms that perpetuate low socioeconomic status from one generation to the next.

(2) At what point are these 29-year-olds in their career development, how is their current level of development related to SES and GAA measured in high school, and how do the career development patterns of women differ from those of men?

About 93% of the men and 41% of the women had full-time paying jobs 11 years after high school. About 2% of the men and 8% of the women had part-time jobs; interestingly, part-time jobs were held by individuals with higher academic aptitude scores on the average, possibly because some were still graduate students working part time as research assistants. About 10% of the men were looking for full-time jobs, and they tended to come from higher SES backgrounds than those not looking for a job. About 85% of the men and 35% of the women reported working a full 52 weeks in the year of the follow-up. The SES and GAA scores of men, but not women, without jobs were somewhat higher than those with full-time jobs. The explanation for this is not clear. About 50% of the women considered their primary occupation to be "housewife," and the distribution of SES and GAA scores of housewives did not differ substantially from those of other women. The forty-hour work week did not appear to be universal, as a quarter of the men reported working at least 50 hours per week. Of those who reported their annual earnings, 7% of the men were earning over $20,000 per year, but fewer than 1% of the women were earning over $20,000. Among men, those earning over $20,000 tended to have had higher SES and GAA scores than their peers; too few women earned over $20,000 to allow a similar comparison, but those earning over $10,000 tended to have higher SES and GAA scores.

Nearly all men had at least three years full-time work experience by age 29, and 60% had more than nine years experience. Those with fewer years experience had the higher SES and GAA scores that are indicative of college attendance. Women tended to have less full-time work experience than men, the median being five to six years. Similarly, women had had fewer employers than men, averaging about three compared to four for men; however, the ratio of the average number of years worked to the average number of employers indicates that men averaged about 2-1/2 years per employer and women about 2 years per employer. Sixty percent of the men with jobs had worked for their current employer for three or more years, but only 45% of the women had. Only 5% of the men and 8% of the women had spent more than a year unemployed and looking for work. Ninety-five percent of the women had worked at least some time on a paying job since high school, and a quarter of them reported working continuously since high school. The most frequent reasons given by women for not working continuously were pregnancy and desire to take care of one's children. Marriage was cited as a reason only half as often as pregnancy. A small percentage (8%) cited moving to a new location as a reason for stopping work.

Most (75%) of the men and women had seriously considered no other or at most one other occupation for their life's work before choosing their current career field; however, individuals who reported seriously considering a larger number of occupations tended to have higher SES and GAA scores than others. (The average SES of those considering two or more other occupations was .3 standard deviations higher than others; for GAA it was also .3 standard deviations.) This relationship may be due to greater freedom of career choice for individuals with high SES and GAA backgrounds, it may indicate that considering alternative occupations is a career development strategy taught to children of high SES and GAA backgrounds, or it may merely be some artifact such as differential memory for serious considerations of alternative occupations. By age 29, four out of five men and two out of three women considered their plans for their life work to be at least fairly definite.

Concerning their careers, only 60% of the men and 45% of the women (excluding housewives) had held regular jobs in their chosen career field at one time or another, and only half of the individuals reported having some form of training for their career. Thus, if people are to fulfill their career plans, we can expect a large number to switch occupations in their 30s or beyond, and a large number will seek training after they are 30. Only about one in seven people with a job felt, however, that their current job did not fit well at all with their long-range plans. Therefore, others not having a job in their chosen career evidently feel that their current job is on a career ladder toward their goal. Although having training for their career by age 29 was not strongly related to SES or GAA, the source of that training was: individuals with high SES and GAA reported receiving career training in college and graduate school, while others received training either on the job or in some other school after high school. High schools were rarely cited as sources of career training, especially by men.

The most frequent career goal for their next ten years cited by men was to increase their income (64%); for women it was to get further education and training (36%). Next most frequent for men were to be promoted, to gain a reputation, and to get further education and training. For women, the next most frequent goal was to increase income. The frequency with which further education and training was mentioned suggests that the members of the American population accept and plan to personally implement the goals of career education and lifelong learning in their lives. The individuals who had further education goals were not characterizable as different from the rest of the population on either SES or GAA.

The relations of family situations and career plans were assessed for women in the 9th grade cohort. Forty percent of women had plans to continue working indefinitely; 17% planned to return to work when their youngest child was in school. Only 4% reported neither experience nor intentions to work and 6% reported no intentions to return to work; however, 9% reported they would return to work only if needed. There were five alternative children's ages at which they might return to work (after born, a few years old, in school, in high school, and grown), and only 10% chose an alternative other than when their youngest child was in school.

The most frequent reply to the question of whether one wished to remain on the same job for the next several years was "yes," but about one in eight wanted to get a different job in the same field, possibly at a more advanced level. Only about one in forty planned to remain on the job for the reason that it would be hard to find another job; thus there appeared to be a feeling of freedom of choice about future occupational plans.

In summary, by age 29 only about 5% of men were unemployed and looking for work, but only two in every five women were employed in full-time jobs other than as a homemaker. A quarter of the men were working over fifty hours per week, as were 7% of employed women, suggesting that the forty-hour work week is by no means universal. Seven percent of men but fewer than 1% of women earned more than $20,000 on their primary jobs, indicating that for this cohort the high-paying jobs still tend to go to men. Men tended to have longer work experience and longer tenures with the same employer, primarily because many women's careers had been interrupted for childbearing.

Individuals from less affluent families tended to have seriously considered a narrower range of careers by age 29. The most frequent career goal for the next ten years, for men from all backgrounds, was to increase income; however, a notably frequent goal, especially among women, was to gain further education and training.

(3) What career values are important for job satisfaction, how are these values related to SES and GAA, and how do they differ between the sexes?

For the ninth graders, 25 potential dimensions of job satisfaction were assessed, both in terms of their perceived importance and in terms of ratings of current jobs. The dimensions most frequently rated as highly important were that the work be challenging and permit the worker to use his or her abilities fully and that it be work that the worker feels he or she does well. Nearly as important was that the work be perceived as important or worthwhile and that it be interesting. The least frequently selected dimensions were that the work be easy, that the hours be short, and that the job provide real power. Men and women were quite similar in their personal evaluations of the importance of different job satisfaction dimensions; a few more men than women rated opportunity for promotion and advancement and freedom to make decisions as highly important, and a few more women rated having friendly co-workers and pleasant surroundings as highly important. Although this comparison suggests that men take a deeper interest in the content of their jobs and women are more concerned about the form of their jobs, it must be emphasized that the differences found were small: there were certainly many women, for example, who rated opportunity for promotion and advancement as more important than did most men.

The relationships between SES and GAA and the ratings of the importance of job satisfaction dimensions suggest that background factors can have important effects on job satisfaction. There was a clear tendency for individuals with high GAA scores to rate interesting, worthwhile, and challenging work as highly important and for individuals with low GAA scores to rate easy work as important. There was a tendency for individuals from high SES backgrounds to give high importance ratings to such areas as worthwhile and challenging work, as well as a general tendency to rate a larger number of dimensions as important overall.

A different way of gaining an understanding of job satisfaction is to examine ratings of current jobs. We found there to be greater variation between dimensions in the frequency of dissatisfied ratings than in satisfied ratings. For example, among tenth grade males, the percent rating their job as excellent ranged from 34% to 41% across 20 dimensions, but the percent rating their job as poor (or terrible) ranged from 1% to 32%. The most frequently mentioned dissatisfactions were a lack of "short hours," "long vacations," "opportunity for promotion and advancement," "flexible hours," "a job that provides real power," and "a job free from pressure of deadlines."

Comparing current job rating dimensions with dimensions perceived as important, we find notable differences. Dimensions perceived as important generally were not those that led to dissatisfaction. Two explanations of this that merit study are (1) the American working person is predominantly satisfied with his or her job and is only dissatisfied on unimportant dimensions, or (2) while the importance ratings assess the ideal models people hold for themselves, the current job ratings assess the realistic or pragmatic job satisfaction construct. Considering that only about 11% of those with jobs stated that overall they were dissatisfied with their jobs provides tentative support for the first of the two explanations.

In summary, the career values of Americans in their late twenties tend to concern the deeper significance of their work, that it be worthwhile and challenging and yet be something they can do well. Salary, job security, and working hours are less important. The values of men and women are quite similar, as are the sources of dissatisfaction. The sources of dissatisfaction with current jobs relate to dimensions rated unimportant, such as need for short hours, for power, and for promotion.

Personal

While the primary focus of Project TALENT has been on education and subsequent employment, the data base also includes substantial information about the respondents' more personal lives. The measures reported in Appendix A include data on the respondents' families, their leisure pursuits, health, and military service, and on their reflections on past decisions and on factors contributing to the current quality of their lives.

(1) To what extent do the parents of today's youth differ from others in their same generation in terms of their socioeconomic background and their academic abilities in high school?

The birth rate has declined dramatically since the Project TALENT participants were in school, from a rate of 118 births each year per 1,000 women aged 15-44 in 1960 down to a corresponding rate of 82 in 1971 at the beginning of our 11-year follow-up survey (1975 Statistical Abstracts). This decline is occurring in the context of recent social changes including a new emphasis on equal educational and career opportunities for women that has further opened women's alternatives to bearing and raising children. The decline may also be the result of the economics of the recent recession and a perceived societal need to limit our population in the face of dwindling natural resources. In the midst of this fertility decline, it is important to ask who is bearing and raising the next generation of Americans. As parenting becomes less universal, do today's parents differ in any way from the norms of their generation and, if so, what are the implications of such differences for future generations?

The data from Project TALENT's 11-year follow-up suggest that today's parents may, on the average, have had lower test scores in high school and have come from lower socioeconomic status families than the overall average for their generation. Figure 4 illustrates the relationship of GAA and SES to the number of children that the TALENT participants have had by age 29. Those with one or two children tended to be very much like the average of their classmates in 1960, but those who had not had any children had significantly higher test scores and came from significantly higher SES families. Correspondingly, those who had had more than two children tended to have below average test scores and come from lower SES families, with those now having very large families (more than 4 children) coming from very low SES families indeed.

Persons with higher academic scores and from higher SES families may have had fewer children because more of them delayed starting their

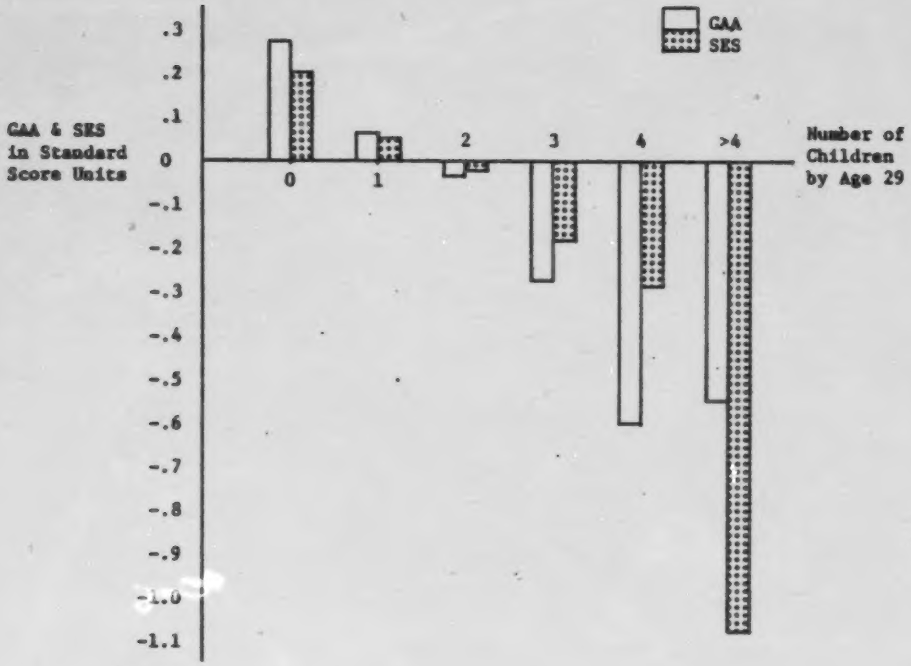

Figure 4. Mean high school GAA and SES by number of children at age 29 (based on the ninth grade cohort)

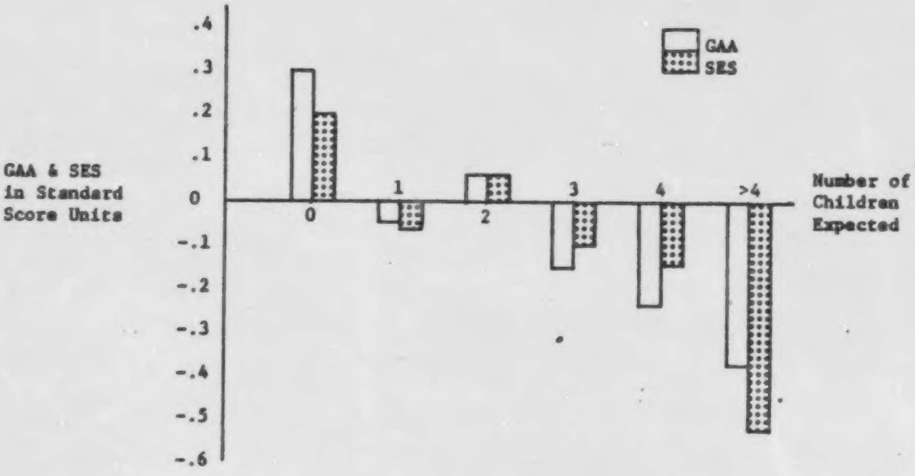

Figure 5. Mean high school GAA and SES by total number of children expected (based on the ninth grade cohort)

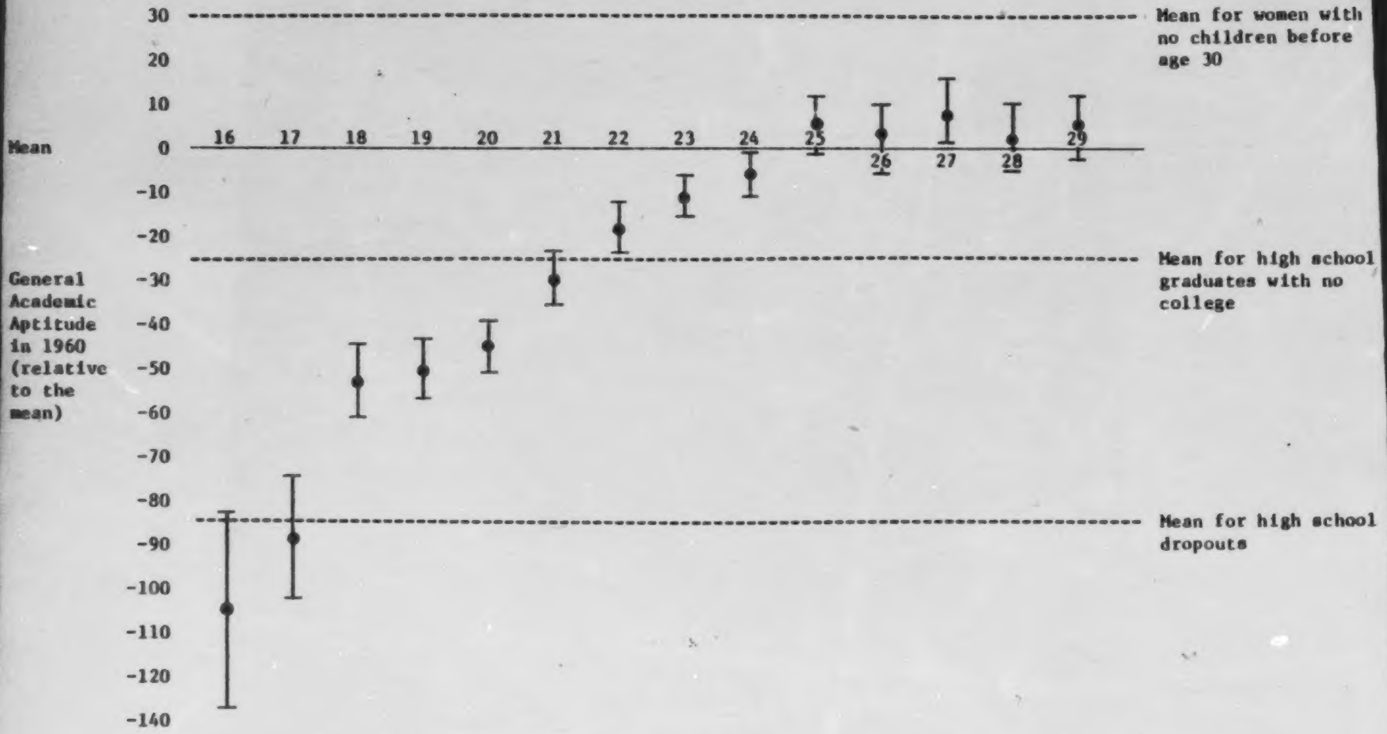

Figure 6. Mean GAA scores for women having children by mother's age at birth of each child

(NOTE: Each woman is included once for each of her children. The vertical lines indicate ±1 standard error of the mean.)

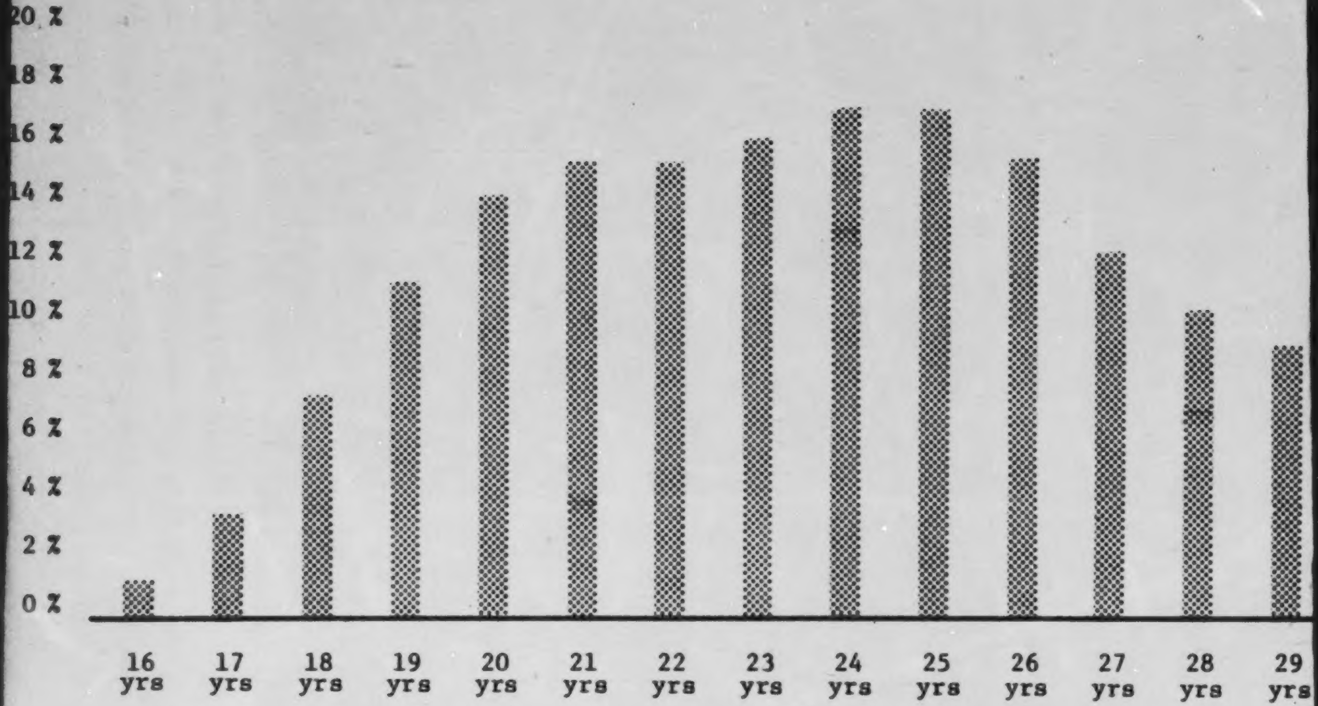

Figure 7. Percentage of women having children by each age

families in order to continue their education or become better established in their careers. The effect of education on delaying childbearing is suggested by Figure 7, which shows the mean GAA scores of mothers in the 9th grade sample having children at each age. Those having children before age 18 were at or below the mean GAA level for high school dropouts, while those having children before age 22 were at or below the level for women who were high school graduates not attending college. At age 25, women who were above average on GAA began having children in about the same numbers as those who were below average on GAA.

The differences observed may be due in part to the fact that those who started later had not completed their families. Overall, however, the differences between high and low GAA and SES students in terms of the total number of children they *expected* to have (shown in Figure 5) were somewhat less than the differences in terms of the numbers they had before age 29, but were nevertheless highly significant.

The trends indicated by these data point to potentially profound problems. There was a tendency for those whose background suggests they can least afford it to have the largest families, making it very difficult to break out of an intergenerational cycle of poverty. There was also a clear tendency for today's children to come from families where the parents, on the average, had lower test scores than their class as a whole. Will this difference have an overall effect on these children's academic orientations and abilities?

The relationship of the participants' GAA to their family size may have some bearing on the recent decline in national test scores that has caused a great deal of concern. It is quite likely that the children of low scorers in the TALENT sample will tend themselves to be low scorers.* Figure 7 shows the proportion of women in the 9th grade sample having children at each age. When the means in Figure 5 are weighted by the proportions in Figure 7, the result is an overall GAA mean that is .15 standard deviations below the 1960 Project TALENT 9th grade female mean.

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*The level of education of the TALENT participants correlated significantly, about .3, with *their* parents' level of education, and level of education is highly correlated with test scores (.54 for GAA scores).

If the children end up having, on the average, scores that are similar to their parents, then a decline of .15σ would occur between the two generations (a period of roughly 25 years). This rate of decline is roughly 20% of the recent rate of decline in SAT scores, which was about .30σ over the last 10 years (Advisory Panel on the Scholastic Aptitude Test Score Decline, 1977).

In summary, the TALENT data indicate that the parents of today's youth have lower average academic abilities and come from poorer families than the overall average for their generation. While the results are preliminary, since the TALENT participants have not yet completed their families, they suggest social problems of some magnitude that bear further investigation.

(2) To what extent are SES and GAA in high school predictive of subsequent marital experiences and of the characteristics of one's spouse? In what ways are these relationships different for men and for women?

Califano (1976) has stated that "families are America's most precious resource and most important institution." Since 1960, however, the divorce rate in this country has more than doubled, signaling potential trouble for the institution of the family (Statistical Abstracts, 1975). This increase is clearly reflected in the TALENT sample. Even though 90 percent reported being married at least once, roughly 10 percent were currently divorced or separated with slightly more than 10 percent having been married more than once by age 29. In addition, 8 percent of the men and 16 percent of the women said that they regretted having gotten married when they did. Such figures suggest a strong need for further study on how marriage decisions are made and what information might aid individuals in their marriage decisions.

The data on marriage gathered in the 11-year follow-up of the TALENT participants identify some aspects of the dynamics of marital decisions. Both academic aptitude and parents' socioeconomic status are related to age at first marriage and to the number of times married.

Respondents from low-income families and respondents with low academic test scores tended to get married at an early age in much larger proportions than their classmates. Undoubtedly fewer of them go to college, but it is not clear to what extent a decision not to continue their education precedes or follows a decision regarding marriage. Low GAA and SES participants, because they did remarry frequently after being divorced, were no more likely to be divorced at age 29 than high GAA or SES participants. This may indicate that their second marriages were more successful.

Another interesting finding is the extent to which individuals tended to marry people very much like themselves. The average GAA of the respondents predicts their spouse's level of education nearly as well as it predicts their own level of education. The reason for this is shown in Table 5, which gives the distribution of spouse's level of education separately for respondents at each educational level. Quite clearly, people tend to marry individuals with a level of education similar to their own, whether because of an explicit preference, because of the greater readiness for marriage at the same time among people with similar education, or because schools are a primary source of social contacts.

One other finding that bears further investigation is that over 40 percent of the women in the sample reported working full time and over a third of the men reported that their wives worked full time. (These figures are not necessarily inconsistent, since not all women who work are married, and also since the wives of the male participants are an average of 2 years younger than are female Project TALENT participants.) The additional pressures placed on dual-career families may well be a contributing factor to the increasing divorce rate. An interesting sidelight to the data on spouse's occupation, which may be a reflection of the impact of the women's liberation movement on our thinking, is that between 1974 and 1975 the proportion of Project TALENT husbands labeling their wife as "housewife" dropped from 55 percent to 36 percent while the proportion reporting that their wife "had no job and was not looking for one" rose from 3 percent to 17 percent. If this trend

Table 5

Distribution of Spouse's Level of Education for Each Level of Education of Respondent*

Respondent's Level of Education	Percentage of Respondents at This Level	Spouse's Highest Level of Education				
		High School Dropout	High School Graduate	Some College Attendance	College Graduate	Some Graduate School
High School Dropout	(11)	43	40	12	02	02
High School Graduate	(43)	15	53	23	06	03
Some College Attendance	(25)	05	35	33	14	13
College Graduate	(10)	0	11	29	37	23
Some Graduate School	(11)	0	09	25	30	36

*Based on the 1,000-case 9th grade 11-year public use sample reflects a new negative connotation to homemaking, does it signify additional stress or lowered self-esteem for the women who choose homemaking as their primary career?

In summary, the increasing divorce rate reflected in the TALENT sample underscores the need for a better understanding of how marital decisions are made. The TALENT follow-up data indicate that there is a close relation between educational decisions and the timing of marriage and even the choice of a marital partner. The data also suggest that there have been changes in women's work role orientation that could place additional stress on marriages.

(3) What are the most important determinants of quality of life of men and women at age 29? To what extent is the importance of each determinant predictable from high school GAA or SES measures?

The tenth graders in the Project TALENT 11-year follow-up were asked how well their life was going in several areas. Marriage appeared to be the most salient area, having the greatest number of respondents rating it as much better than expected but also the greatest number reporting that this area was not going well at all. Responses from both sexes were quite similar, with the greatest sex difference being with respect to children: only 3% of the men said that having and raising children was going worse than they expected, compared to 7% of the women. Men and women from affluent backgrounds tended to express greater satisfaction with their social life and intellectual development and with their life as a whole than others.

By the time of the ninth grade 11-year follow-up survey, an empirically developed set of 15 quality of life dimensions was available. (See Flanagan and Russ-Eft, 1975, for a description of the selection of these areas.) The ninth-grade cohort was asked to rate how personally important each area was and to rate satisfaction on each of these 15 areas.

In general, the importance ratings implied a rather inward orientation, with high ratings given to the areas of personal health, relationships with spouse and children, learning, and maturity and very low ratings given to political and civic activities, helping others and socializing, communicating, and entertaining others. Women tended to place more importance than men on children, relationships with relatives, helping others, and maturity, while men assigned greater importance than women to financial security, job, and personal accomplishment. Men also assigned significantly greater importance to active than to passive recreation.

Those respondents who had higher than average high school GAA scores tended to assign lower than average importance ratings to personal health and financial security, perhaps because their needs were well met in these areas. Higher GAA respondents also tended to give significantly lower importance ratings to having children and helping others and higher ratings to learning and to relationships with close friends. Men with high GAA assigned less importance to their job and to passive recreation than other men, while high GAA women gave higher than average importance ratings to their relationship with spouse and to personal accomplishment.

The respondents exhibited a remarkable degree of consistency in giving high satisfaction ratings to those areas also rated as important, although it could be equally accurate to say that they gave high importance ratings to those areas with which they were satisfied. The respondents most frequently reported a high degree of satisfaction with the areas of health and safety or relationship with spouse, the areas most frequently reported to be most important. The area of political and civic activities, although it was frequently rated as unimportant, was by far the most frequently reported area of dissatisfaction. Without a control group, it is impossible to say how much these responses were influenced by the timing of the questionnaire--a scant two months after the Nixon resignation.

An area in which there appears to be an opportunity for improvement in the quality of life of a large number of Americans is in the removal of barriers to satisfying learning experiences. One person in eight expressed dissatisfaction with his or her learning experiences. The other most frequently expressed dissatisfactions were in doing things to help others and finding active recreation outlets. One person in eleven was dissatisfied with occupation and financial security.

Concerning regrets, roughly half of those who dropped out of high school regret that decision, and 30% of those who did not go to college regret that decision. Fewer than 3% of those who went to college now regret that decision. In addition to an overwhelming desire for more education generally, a significant number (one person in seven) wished for vocational training either in high school or subsequently. The expression of regrets at age 29, together with 1960 data on educational plans, interests, and abilities and follow-up data on educational experiences, could provide the basis for an important study to determine who should have been more strongly encouraged to continue their education so as to reduce the unfortunately high frequency of later regrets.

The regrets expressed also indicate a need for better premarital counseling, particularly for women. One out of every six of the women and one out of every thirteen men regret getting married when they did. An investigation of the characteristics of those who expressed such regrets (e.g., age at time of marriage; educational, career, and other plans and experiences; age, educational level, and occupation of spouse) is clearly needed as a first step toward solving the problems indicated by these "regrets."

In summary, education is viewed as important to the respondents' life quality, but a sizable number reported dissatisfaction with this area of their life or regret at not having continued further with their education, indicating an important need for effective lifelong learning programs. Other determinants of life quality reflected the individual's primary roles, with men expressing more concern with their occupation and with financial security and women expressing more concern with family life. Both men and women evidenced a high rate of political alienation.

(4) To what extent did the academic abilities of men in 1960 relate to whether or not they later served in the armed forces? Did any branch of the service attract significantly more or less academically oriented students?

Primarily because of the war in Vietnam, over half of the ninth grade males participated in some form of military service. On the whole, the average academic aptitude of those serving in the armed forces matched the general population quite closely. Military service was thus more than an alternative to college for the less academically able. It would be interesting to see how the academic level of the TALENT participants serving in the armed forces compares with those serving in today's all-volunteer services.

There was, however, significant variation in the mean academic abilities of those going into different branches of the service. Those serving in the Marine Corps (primarily volunteers) had average academic aptitude scores more than one-third standard deviation below the mean, while those serving in the Air Force (also volunteers) tended to be the most academically able, with those in the Navy and the Coast Guard being also slightly above average in academic abilities.

Those participating in ROTC programs tended to have had significantly higher GAA scores and to come from significantly more affluent families, consistent with going to college generally. Those participating in Army ROTC had higher academic abilities on the average than those who participated in the Air Force or Navy ROTC programs, although the total for all three groups is less than 2 percent of the population. It would be interesting to relate the previously collected data on college experiences, particularly the sources of funds for college, to participation in the various ROTC programs.

In summary, a large and representative proportion of the men in the TALENT sample have served in the armed forces. The time spent in the service is apt to have significant effects on their subsequent educational and career development. Further study of such effects seems clearly indicated.

Concluding Remarks

The discussions above have indicated several significant aspects of the experiences and characteristics of this group. Of particular interest are the large numbers of men and women who, at age 29, were planning further education. Clearly, the process of developing one's talents extends well into adulthood. Also of interest are these individuals' retrospective evaluations of their prior educational experiences and the regrets they expressed regarding their educational, work, and family experiences. An unfortunately high proportion of these men and women would appear not to have used their time and potential as productively as they might have, with corresponding costs in terms of their achievements and quality of life at age 29.

The Project TALENT research staff is continuing its investigation of the specific factors which have affected and are affecting the educational, career, and personal development of this group of today's adults. Other researchers are also encouraged to make use of this resource in their studies. Those interested in carrying out further analyses of the TALENT data are encouraged to contact the Director of the Project TALENT Data Bank.

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APPENDIX A

Response frequencies for each question in the 10th or 9th grade 11-Year follow-up survey.

APPENDIX A

Response Frequencies for the 11-Year Follow-Up Questions

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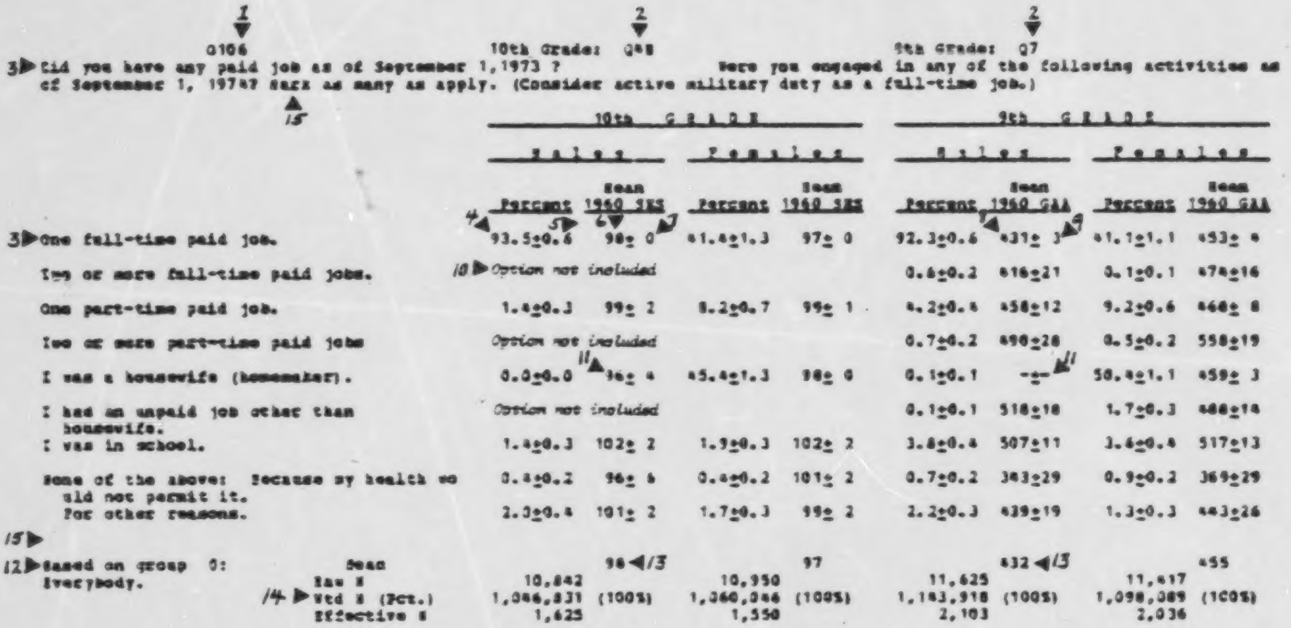
Format of the Tables in Appendix A

In order to explain how to read the tables in Appendix A, we give an example in Figure A-1. The specific elements of the tables are described below.



C106 — 10th Grade: Q4B — 9th Grade: Q7

Did you have any paid job as of September 1,1973 ? Were you engaged in any of the following activities as of September 1, 1974? Mark as many as apply. (Consider active military duty as a full-time job.)

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
One full-time paid job.	93.5±0.6	98± 0	81.4±1.3	97± 0	92.3±0.6	431± 3	81.1±1.1	453± 4
Two or more full-time paid jobs.	Option not included				0.6±0.2	416±21	0.1±0.1	474±16
One part-time paid job.	1.4±0.3	99± 2	8.2±0.7	99± 1	4.2±0.4	458±12	9.2±0.6	460± 8
Two or more part-time paid jobs	Option not included				0.7±0.2	490±28	0.5±0.2	558±19
I was a housewife (homemaker).	0.0±0.0	96± 4	45.4±1.3	98± 0	0.1±0.1	-±-	50.4±1.1	459± 3
I had an unpaid job other than housewife.	Option not included				0.1±0.1	518±18	1.7±0.3	488±14
I was in school.	1.4±0.3	102± 2	1.9±0.3	102± 2	3.8±0.4	507±11	3.6±0.4	517±13
None of the above: Because my health would not permit it.	0.4±0.2	96± 6	0.4±0.2	101± 2	0.7±0.2	383±29	0.9±0.2	369±29
For other reasons.	2.3±0.4	101± 2	1.7±0.3	99± 2	2.2±0.3	439±19	1.3±0.3	443±26
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,360,046	(100%)	1,183,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

Figure A-1. Guide to the interpretation of the tables

1. This variable code for the table gives its position in the taxonomy used to organize the Project TALENT follow-up data. In a few cases it is used when the text for one table refers to the content of another table.

2. The question numbers refer to the questionnaires for the two grade cohorts, shown in Appendix B. For example, Q4B means part B of question 4. The entry "Omitted" indicates the question was not asked that year, and the entry "Generated" indicates that the measure was derived as a transformation of one or more responses.

3. The question and option texts have with few exceptions been taken directly from the questionnaires. In a few cases where wordings varied slightly between years, a single common wording is presented.

4. The percentage is the sum of weights for those selecting the response divided by the "Wtd N" at the bottom of the table (times 100).

5. This is an estimate of the standard error of the percentage, based on the formula $\sigma^2_p = p(1-p)n$. The "n" used is the "Effective N" shown at the bottom of the table. (See #14 below for definition.)

6. The weighted mean value of socioeconomic status (SES) is presented for those in the tenth grade cohort who selected each response alternative.

7. The estimated standard error of the mean of socioeconomic status is based on the effective n, not for the whole table but for that particular response alternative. For each response alternative, σ mean of SES = σ SES/$\sqrt{(\text{effective n})}$. (Note: SES information has been rounded to integers; "0" error means "<.5.")

8. The weighted mean value of general academic aptitude (GAA) is presented for those in the ninth grade cohort who selected each response alternative.

9. The standard error of the mean of general academic aptitude is also presented. The overall standard deviation is approximately 115.

10. The notation "option not included" refers to differences in option wording between the tenth and ninth grade questionnaires.

11. Whenever the effective sample size for a response alternative was less than five, the information about SES or GAA was omitted because the resulting estimates would be highly unstable. Note that it is possible, however, that the effective sample size is five or greater even though the percent is rounded down to 0.0.

12. Numbers in each table are based only on those who should have responded to the question, according to instructions in the questionnaire, either explicit or implicit. For example, figures on college dropouts refer only to those who attended college. The group number given is for internal identification purposes only.

13. The weighted mean values of SES and GAA for all those who should have responded to the item is given.

14. The sizes of the "criterion groups" are given at the bottom of the tables. "Raw N" is self-explanatory. "Wtd N" refers to the sum of Project TALENT weights of those who should have responded to the question and is thus an estimate of the total number in the grade cohort population. "Effective N" refers to the effective sample size after adjustment using differential weighting, used in statistical calculations. It is the size of a sample of uniformly weighted individuals that would have the same power and stability as the actual, weighted sample. The formula is $n_{eff} = (\text{sum of weights})^2 / (\text{sum of (weights}^2)) = (\text{sum of weights})/(\text{weighted mean weight})$.

15. For all items for which respondents were not instructed to "mark as many as apply," a response category "omitted" was included to cover those who should have responded to the item but did not. In the example, that instruction was included, so no "omitted" entry appears.

EDUCATION: AMOUNT

E001
Amount of education

10th Grade: Generated

9th Grade: Generated

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
High school dropout: did not complete 9th grade	0.0±0.0	-±-	0.0±0.0	-±-	0.5±0.2	334±26	0.6±0.2	368±18
High school dropout: completed 9th but not 10th	0.1±0.1	-±-	0.4±0.2	-±-	1.5±0.3	315±14	2.2±0.3	328±13
High school dropout: completed 10th but not 11th	1.7±0.3	91± 2	3.0±0.4	90± 1	3.5±0.4	306±12	4.7±0.5	360±10
High school dropout: completed 11th but not 12th	2.3±0.4	93± 2	3.8±0.5	90± 1	3.5±0.4	315±10	4.1±0.4	379±11
High school dropout: "completed" grade 12	0.9±0.2	93± 2	0.9±0.2	101± 2	0.4±0.1	305±30	0.4±0.1	330±20
High school graduate: no postsecondary educ.	15.3±0.9	92± 1	29.2±1.2	94± 0	17.6±0.8	363± 5	26.6±1.0	430± 4
High school graduate: some noncollege post HS educ.	14.7±0.9	94± 1	15.4±0.9	95± 1	17.8±0.8	395± 5	20.3±0.9	435± 5
High school graduate: some college but no degree	24.8±1.1	99± 0	20.5±1.0	101± 1	26.2±1.0	448± 5	20.8±0.9	467± 5
College graduate: no graduate school	10.0±0.7	102± 1	7.7±0.7	104± 1	11.6±0.7	496± 6	8.2±0.6	551± 6
College graduate; some grad or professional school: no graduate degree	5.8±0.6	103± 1	4.3±0.5	104± 1	5.1±0.5	520± 8	4.9±0.5	554± 8
Master's or graduate degree below doctoral level	5.7±0.6	104± 1	3.8±0.5	105± 1	5.8±0.5	540± 8	3.5±0.4	579± 9
Work beyond Masters: not doctorate or law degree	0.1±0.1	95± 4	0.0±0.0	104± 2	0.3±0.1	513±24	0.1±0.1	-±-
Doctorate or law degree (includes LL.B. or J.D.)	2.3±0.4	110± 1	0.3±0.1	110± 3	2.7±0.4	591±11	0.2±0.1	644±22
No information	15.2±0.9	97± 1	10.3±0.8	98± 1	0.4±0.1	340±42	0.8±0.2	397±26
Missing data (but college attendance indicated)	0.0±0.0	-±-	0.0±0.0	-±-	1.3±0.2	454±18	0.9±0.2	505±22
Some college: possibly some grad work	1.0±0.2	98± 2	0.5±0.2	104± 2	0.0±0.0	-±-	0.1±0.1	-±-
Some graduate work: not clear how much	0.0±0.0	-±-	0.0±0.0	-±-	1.9±0.3	528±14	1.5±0.3	533±21
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

EDUCATION: HIGH SCHOOL

E101
Did you get a high school diploma?

10th Grade: Q17A

9th Grade: Q28A

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
No, I left school	6.2±0.6	93± 1	8.2±0.7	92± 1	9.9±0.7	315± 6	12.5±0.7	360± 6
Yes, by examination or through correspondence school	5.6±0.6	96± 1	1.4±0.3	98± 2	6.5±0.5	371± 9	2.5±0.3	409±13
Yes, I left school but later returned and got my diploma	1.4±0.3	94± 2	1.2±0.3	91± 3	1.3±0.2	372±22	0.7±0.2	408±20
Yes, when I graduated	85.6±0.9	98± 0	87.6±0.8	98± 0	81.6±0.8	451± 3	83.4±0.8	471± 3
Omitted	1.2±0.3	98± 2	1.6±0.3	99± 2	0.7±0.2	417±33	0.9±0.2	410±24
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

E102
Year of diploma or of dropping out:

10th Grade: Q17B
1960 - 1974 respectively

9th Grade: Q28B

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
60		1.7±0.3	95± 2	2.8±0.4	91± 2	1.3±0.3	308±16	1.3±0.2	309±19
61		4.1±0.5	94± 1	4.6±0.5	93± 1	3.1±0.4	297±11	5.0±0.5	358± 9
62		82.9±0.9	98± 0	85.9±0.9	98± 0	5.5±0.5	342±10	5.3±0.5	370±10
63		5.5±0.6	97± 1	2.4±0.4	96± 2	79.1±0.9	451± 3	83.0±0.8	472± 3
64		0.9±0.2	95± 2	0.4±0.2	88± 5	5.3±0.5	398± 9	1.8±0.3	396±18
65		1.1±0.3	96± 3	0.1±0.1	96± 2	1.1±0.2	392±23	0.4±0.1	374±30
66		0.5±0.2	98± 3	0.2±0.1	-±-	0.9±0.2	385±19	0.1±0.1	381±33
67		0.4±0.2	-±-	0.2±0.1	93± 4	0.4±0.1	379±36	0.4±0.1	401±33
68		0.3±0.1	-±-	0.3±0.1	-±-	0.4±0.1	336±41	0.1±0.1	-±-
69		0.1±0.1	-±-	0.2±0.1	-±-	0.5±0.1	343±28	0.3±0.1	385±24
70		0.0±0.0	100± 4	0.1±0.1	-±-	0.2±0.1	-±-	0.1±0.1	-±-
71		0.2±0.1	-±-	0.2±0.1	-±-	0.2±0.1	-±-	0.1±0.1	-±-
72		0.0±0.1	-±-	0.1±0.1	-±-	0.4±0.1	348±33	0.3±0.1	-±-
73		0.2±0.1	-±-	0.2±0.1	-±-	0.1±0.1	-±-	0.2±0.1	-±-
74		0.0±0.0	-±-	0.0±0.0	-±-	0.4±0.1	384±26	0.4±0.1	448±31
Omitted		2.0±0.3	98± 2	2.3±0.4	97± 2	1.1±0.2	430±24	1.2±0.2	402±19
Based on group 0: Everybody.	Mean		98		97		432		455
	Raw N	10,842		10,950		11,625		11,417	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	1,625		1,550		2,103		2,036	

E111
Was your high school program designed to prepare you for a SPECIFIC OCCUPATION?

10th Grade: Q9A

9th Grade: Omitted

		10th GRADE			
		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES
No		90.2±0.7	98± 0	73.2±1.1	98± 0
Yes		8.6±0.7	96± 1	25.5±1.1	96± 0
Omitted		1.3±0.3	94± 2	1.3±0.3	98± 2
Based on group 0: Everybody.	Mean		98		97
	Raw N	10,842		10,950	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)
	Effective N	1,625		1,550	

E113

When you got out of high school did you get a job in that field? (Mark as many as apply.)

10th Grade: Q9B

9th Grade: Omitted

	10th GRADE			
	Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES
No, I couldn't find one without additional training.	12.1±2.7	96± 2	9.7±1.4	97± 1
No, I decided I wasn't interested or that I was more interested in a different field.	28.1±3.7	95± 2	12.3±1.6	95± 1
Yes, but I found I wasn't adequately prepared.	7.6±2.2	98± 3	7.5±1.3	94± 2
Yes, and I found my high school training helpful.	23.2±3.5	95± 1	45.0±2.4	96± 1
Yes, but I found other experiences more helpful than my high school training.	10.2±2.5	98± 2	7.5±1.3	97± 1
Other.	15.6±3.0	97± 2	11.4±1.5	96± 1
Based on group 20: Those whom high school prepared for an occupation. Mean		96		96
Raw N	914		3,013	
Wtd N (Pct.)	94,215	(9%)	275,612	(26%)
Effective N	145		424	

E114

Do you still consider yourself in the occupational field for which you prepared in high school?

10th Grade: Q9C

9th Grade: Omitted

	10th GRADE			
	Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES
No, I have no job now and am not seeking	2.7±1.3	-±-	30.5±2.2	97± 1
No, I have changed to: (specify)	48.2±4.1	95± 1	17.5±1.8	96± 1
Yes, I am not now employed in it but I hope to get a job in the field.	2.1±1.2	-±-	7.4±1.3	94± 1
Yes, my present job is in that field.	24.9±3.6	97± 1	23.0±2.0	95± 1
Omitted	22.1±3.4	97± 2	21.6±2.0	96± 1
Based on group 20: Those whom high school prepared for an occupation. Mean		96		96
Raw N	914		3,013	
Wtd N (Pct.)	94,215	(9%)	275,612	(26%)
Effective N	145		424	

EDUCATION: POST-HIGH SCHOOL NONCOLLEGE

E201 10th Grade: Q12 9th Grade: Q29

Did you attend any other (non-college) type of school for four weeks or more since leaving high school? (Mark as many as apply.)

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
No.		48.9±1.2	98± 0	64.6±1.2	97± 0	54.9±1.1	432± 4	64.8±1.1	460± 3
Yes, a technical school for training in electronics, drafting, computer programming, medical or dental technician training, etc.		12.4±0.8	96± 1	5.1±0.6	98± 1	9.3±0.6	429± 8	4.5±0.5	443±10
Yes, a school of nursing (2- or 3-year program leading to an RN).		0.1±0.1	-±-	2.7±0.4	98± 1	0.1±0.1	-±-	3.3±0.4	522±10
Yes, a school of practical nursing.		0.0±0.0	96± 1	1.5±0.3	97± 2	0.1±0.1	-±-	1.9±0.3	409±16
Yes, a secretarial or business school.		1.8±0.3	96± 2	12.6±0.8	96± 1	2.4±0.3	408±12	12.4±0.7	442± 6
Yes, a trade or apprentice school or vocational school.		8.2±0.7	95± 1	2.8±0.4	96± 1	10.2±0.7	385± 7	4.2±0.4	403±10
Yes, an armed forces school.		25.1±1.1	97± 0	0.5±0.2	98± 3	17.5±0.8	465± 5	0.4±0.1	472±22
Other.		11.7±0.8	98± 1	11.5±0.8	97± 1	10.1±0.7	431± 8	8.8±0.6	441± 9
Based on group 0:	Mean		98		97		432		455
Everybody.	Raw N	10,842		10,950		11,625		11,417	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	1,625		1,550		2,103		2,036	

E202 10th Grade: Q13B 9th Grade: Q30B

Did you complete (the course)?

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
No, I have dropped out.		8.9±1.0	98± 1	16.0±1.7	96± 1	9.8±1.0	395±11	17.8±1.4	419±10
Not yet; I am still in the program. (Skip to question E204.)		3.4±0.7	96± 2	3.2±0.8	93± 2	3.6±0.6	387±20	2.4±0.6	464±28
Yes. (Skip to question E204.)		81.2±1.4	97± 0	72.7±2.0	98± 1	79.1±1.3	440± 4	70.7±1.7	452± 5
Omitted		6.4±0.9	99± 2	8.1±1.3	96± 2	7.5±0.8	428±14	9.0±1.1	442±12
Based on group 3:	Mean		97		97		432		445
Those who attended	Raw N	5,231		3,519		5,544		4,091	
a non-college post-	Wtd N (Pct.)	502,479	(48%)	349,815	(33%)	514,763	(45%)	384,331	(35%)
secondary school.	Effective N	773		475		970		736	

E203 10th Grade: Q13C 9th Grade: Q30C

If you dropped out, why? (Mark as many as apply.)

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
I decided I didn't want to go into that field.	34.5±5.8	98± 1	22.7±4.6	99± 2	25.7±4.3	409±25	15.4±3.1	423±21
I decided I could get a job in the field without completing the course.	7.0±3.1	98± 3	9.3±3.2	100± 3	9.2±2.8	380±23	8.3±2.4	445±24
The course took too much effort.	4.8±2.6	-±-	5.3±2.5	-±-	3.5±1.8	448±50	1.5±1.0	-±-
I decided I couldn't get a job in the field even if I completed the course.	*option not included*				5.6±2.3	430±23	6.2±2.1	-±-
The course wasn't teaching me what I needed.	*option not included*				9.9±2.9	384±27	6.0±2.1	432±26
I took a job.	*option not included*				13.5±3.4	410±36	10.3±2.6	447±19
I couldn't afford to stay in the course.	*option not included*				12.7±3.3	352±26	10.6±2.7	391±34
Other	55.0±6.1	98± 1	67.4±5.1	95± 1	33.6±4.7	403±18	49.2±4.4	407±14
Based on group 8: Mean		98		97		395		419
Those not completing their noncollege training. Raw N	475		574		573		713	
Wtd N (Pct.)	52,342	(5%)	53,002	(5%)	45,757	(4%)	65,885	(6%)
Effective N	66		83		103		132	

E204 10th Grade: Q13D 9th Grade: Omitted

Did you ever get a job in the field you studied?

	10th GRADE			
	Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES
No, I never looked for a job in that field	20.9±1.5	99± 1	12.7±1.5	96± 1
No, I couldn't find a job in that field and am now in a different field	4.5±0.7	93± 2	3.4±0.8	98± 2
No, but I am still trying to	0.9±0.3	97± 3	1.7±0.6	93± 3
Yes, and am still in that field	30.4±1.7	96± 1	25.2±2.0	96± 1
Yes, but later I changed to a different field	11.6±1.2	98± 1	6.5±1.1	100± 2
yes, and have advanced to a higher level	14.1±1.3	97± 1	10.0±1.4	100± 1
Yes, but since then have stopped working	2.0±0.5	98± 3	24.8±2.0	98± 1
Other	3.3±0.6	98± 2	4.2±0.9	93± 2
Omitted	12.2±1.2	98± 1	11.5±1.5	97± 2
Based on group 3: Mean		97		97
Those who attended a non-college post-secondary school. Raw N	5,231		3,519	
Wtd N (Pct.)	502,479	(48%)	349,815	(33%)
Effective N	773		475	

E211
How long was the course?

10th Grade: Q13A
no code on tape

9th Grade: Q30A

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Less than 3 months.	20.7±1.3	440± 9	15.7±1.3	440±10
Between 3 months and 1 year.	40.0±1.6	435± 6	41.6±1.8	430± 6
Between 1 and 2 years.	13.5±1.1	428± 9	19.7±1.5	433± 8
2 years or more.	18.2±1.2	419± 8	15.7±1.3	505± 9
Omitted	7.6±0.9	437±13	7.3±1.0	451±13
Based on group 3: Those who attended a non-college post-secondary school. Mean		432		445
Raw N	5,544		4,091	
Wtd N (Pct.)	514,763	(45%)	384,331	(35%)
Effective N	970		736	

EDUCATION: COLLEGE - GENERAL

E301
Have you gone to college at all since leaving high school?

10th Grade: Q11

9th Grade: Q31

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
No.	41.9±1.2	93± 0	60.3±1.2	94± 0	44.2±1.1	366± 3	57.8±1.1	418± 3
Yes, a junior college or community college.	9.1±0.7	100± 1	4.5±0.5	102± 1	8.7±0.6	463± 7	3.8±0.4	519±11
Yes, both a junior college and a 4-year college.	12.5±0.8	97± 1	8.1±0.7	98± 1	10.9±0.7	421± 6	9.1±0.6	446± 7
Yes, a 4-year college or university.	36.5±1.2	103± 0	27.2±1.1	104± 0	34.8±1.0	511± 4	27.1±1.0	529± 4
Omitted	0.0±0.0	-±-	0.0±0.0	-±-	1.4±0.3	378±20	2.3±0.3	387±13
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

E305
Please indicate how much college you have completed.

10th Grade: Q21

9th Grade: Q32

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Less than one year of undergraduate work.	9.3±0.9	97± 1	10.2±1.1	98± 1	8.2±0.8	420±11	14.0±1.1	458± 9
One year but less than two.	12.9±1.1	98± 1	15.7±1.3	99± 1	12.1±0.9	434± 9	14.4±1.2	461± 9
At least two years but have not earned a bachelor's degree.	21.5±1.3	100± 1	21.5±1.5	103± 1	24.6±1.2	464± 7	21.4±1.4	483± 8
I have earned a bachelor's degree, but have not done any graduate work.	17.9±1.2	102± 1	20.4±1.5	104± 1	22.0±1.2	496± 6	21.7±1.4	552± 6
I have done some graduate work but haven't received a graduate degree.	11.8±1.0	102± 1	12.3±1.2	104± 1	10.5±0.9	520± 7	13.9±1.1	548± 8
I have earned a master's degree.	10.6±1.0	104± 1	9.6±1.1	105± 1	11.3±0.9	535± 8	9.8±1.0	576± 9
I have earned an advanced (6-year) certificate of graduate study.	0.6±0.3	104± 4	0.3±0.2	-±-	1.2±0.3	524±19	0.5±0.2	-±-
I have earned a doctoral degree.	4.4±0.6	109± 1	0.6±0.3	-±-	5.5±0.6	592±10	0.5±0.2	642±21
Omitted	11.0±1.0	98± 1	9.4±1.1	100± 1	4.5±0.6	449±15	3.9±0.6	464±21
Based on group 4: Those who attended any college. Mean		101		102		485		510
Raw N	7,523		5,658		8,040		6,154	
Wtd N (Pct.)	607,162	(58%)	424,018	(40%)	617,715	(54%)	439,236	(40%)
Effective N	1,005		733		1,228		923	

E311
Year of college entry

10th Grade: Q18E

9th Grade: Q33E

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
62		59.2±1.5	103± 0	73.3±1.6	104± 0	*Option not included*			
63		10.4±1.0	101± 1	8.0±1.0	100± 1	56.5±1.4	521± 4	68.2±1.5	534± 4
64		3.1±0.5	100± 2	2.4±0.6	98± 2	8.4±0.8	468±10	6.5±0.8	455±13
65		2.1±0.4	102± 2	1.3±0.4	98± 3	3.6±0.5	441±18	2.8±0.5	450±22
66		2.9±0.5	95± 2	1.7±0.5	96± 3	2.7±0.5	440±23	1.0±0.3	463±38
67		3.2±0.6	98± 2	1.2±0.4	100± 2	2.8±0.5	443±20	0.9±0.3	469±34
68		3.1±0.5	95± 2	0.1±0.1	100± 2	2.3±0.4	406±20	1.2±0.4	446±33
69		1.8±0.4	95± 2	0.9±0.3	95± 3	2.5±0.4	481±15	0.7±0.3	483±44
70		2.7±0.5	98± 2	1.7±0.5	100± 3	2.1±0.4	396±16	0.9±0.3	378±47
71		4.5±0.7	97± 1	4.1±0.7	96± 2	1.5±0.3	465±22	1.5±0.4	468±26
72		*Option not included*				5.6±0.7	407±13	6.6±0.8	443±14
Omitted		7.0±0.8	97± 1	5.3±0.8	99± 1	11.9±0.9	430± 9	9.9±1.0	473±11
Based on group 4: Those who attended any college.	Mean		101		102		486		510
	Raw N	7,523		5,658		8,040		6,154	
	Std N (Pct.)	607,162	(58%)	424,018	(40%)	617,715	(54%)	439,236	(40%)
	Effective N	1,005		733		1,233		928	

E312
Years between college entry and degree

10th Grade: Generated

9th Grade: Generated

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
2		0.3±0.3	-±-	0.1±0.2	103± 3	0.1±0.2	457±23	0.5±0.4	-±-
3		4.6±1.2	100± 3	5.6±1.4	103± 2	4.5±1.0	488±20	4.8±1.2	552±15
4		36.7±2.7	104± 1	68.1±2.9	105± 1	35.6±2.4	518± 8	65.6±2.6	558± 6
5		23.9±2.4	103± 1	12.4±2.0	105± 2	24.3±2.1	504±10	13.4±1.9	548±13
6		12.8±1.9	102± 2	4.6±1.3	104± 3	9.6±1.5	501±16	4.0±1.1	571±26
7		6.3±1.4	100± 2	3.3±1.1	108± 3	5.9±1.2	484±19	2.8±0.9	561±17
8		5.0±1.2	103± 2	0.6±0.5	102± 2	4.7±1.1	523±19	1.8±0.7	513±30
9		3.1±1.0	97± 3	2.6±1.0	101± 3	3.9±1.0	468±21	0.4±0.4	551±23
10		2.7±0.9	99± 3	1.6±0.8	-±-	3.0±0.9	518±22	1.3±0.6	-±-
11		2.0±0.8	99± 3	0.3±0.3	100± 3	2.0±0.7	475±39	0.5±0.4	-±-
12		0.4±0.3	-±-	0.9±0.6	-±-	0.4±0.3	-±-	0.2±0.2	-±-
Omitted		2.3±0.9	102± 2	3.9±1.2	105± 3	6.0±1.2	451±23	4.5±1.1	505±24
Based on group 9: College graduates	Mean		103		104		503		552
	[illegible] N	2,532		2,062		2,863		2,348	
	[illegible] N (Pct.)	167,493	(16%)	127,205	(12%)	194,466	(17%)	142,752	(13%)
	Effective N	310		269		405		329	

E313
Year of bachelor's degree

10th Grade: Q18F

9th Grade: Q33F

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
65		0.8±0.5	-±-	5.3±1.4	101± 2	Option not included			
66		31.9±2.6	105± 1	61.0±3.0	105± 1	1.0±0.5	-±-	4.2±1.1	560±14
67		25.2±2.5	104± 1	15.4±2.2	105± 2	29.1±2.3	530± 8	65.1±2.6	559± 6
68		10.7±1.8	103± 2	3.5±1.1	104± 2	23.1±2.1	504±10	13.8±1.9	555±11
69		9.0±1.6	101± 2	3.7±1.1	111± 3	10.6±1.5	514±14	5.2±1.2	524±33
70		7.2±1.5	100± 2	1.2±0.7	98± 3	7.7±1.3	486±15	2.8±0.9	559±17
71		4.2±1.1	97± 2	2.0±0.8	103± 3	7.3±1.3	497±16	2.0±0.8	513±28
72		5.3±1.3	97± 2	1.8±0.8	-±-	7.8±1.3	472±16	1.6±0.7	554±21
73		3.8±1.1	99± 2	1.2±0.7	-±-	6.4±1.2	464±18	1.9±0.8	-±-
74		0.8±0.5	-±-	1.2±0.7	-±-	5.0±1.1	478±20	1.1±0.6	509±36
Omitted		1.0±0.6	102± 3	3.8±1.2	105± 3	1.1±0.5	-±-	1.5±0.7	506±30
Based on group 9: College graduates	Mean		103		104		503		552
	Raw N	2,532		2,062		2,863		2,348	
	Std N (Pct.)	167,493	(16%)	127,205	(12%)	194,466	(17%)	142,752	(13%)
	Effective N	310		269		405		329	

E314
Number of undergraduate colleges attended

10th Grade: Q18G

9th Grade: Q33G

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
1		61.7±1.5	100± 0	69.5±1.7	102± 0	65.0±1.4	487± 4	71.1±1.5	504± 4
2		26.4±1.4	102± 1	19.4±1.5	104± 1	30.4±1.3	483± 5	23.1±1.4	528± 7
3		6.9±0.8	102± 1	6.7±0.9	105± 1	2.1±0.4	515±22	1.8±0.4	547±22
4		0.8±0.3	112± 1	0.4±0.2	-±-	0.4±0.2	519±30	0.8±0.3	567±22
5		0.1±0.1	105± 3	0.0±0.1	-±-	0.1±0.1	-±-	0.1±0.1	571±25
6		0.0±0.0	-±-	0.2±0.2	-±-	0.0±0.0	-±-	0.0±0.0	-±-
7		0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
8		0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
9		0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Omitted		3.9±0.6	97± 2	3.7±0.7	98± 1	1.9±0.4	423±19	3.1±0.6	452±19
Based on group 4: Those who attended any college.	Mean		101		102		485		510
	Raw N	7,523		5,658		8,040		6,154	
	Std N (Pct.)	607,162	(58%)	424,018	(40%)	617,715	(54%)	439,236	(40%)
	Effective N	1,005		733		1,228		923	

EJ21 10th Grade: Q20 9th Grade: Q35

As an undergraduate, in which of the following areas was or is your major in college and which was (is) your minor? (If you did not have a formal minor, mark the other area in which you took the most courses.) (Mark ONE for each.)

Undergraduate Major

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
00	None	8.8±1.0	99± 1	8.3±1.1	99± 1	2.5±0.4	405±21	4.2±0.7	462±17
01	Math	3.6±0.6	101± 2	2.7±0.6	105± 2	2.9±0.5	542±16	2.3±0.5	571±23
02	Chemistry	1.5±0.4	105± 2	0.5±0.3	103± 2	2.3±0.4	536±18	1.0±0.3	635±23
03	Physics	0.6±0.3	104± 2	0.0±0.0	-±-	0.7±0.2	634±26	0.0±0.0	-±-
04	Physical Science	0.5±0.2	98± 3	0.4±0.3	-±-	0.9±0.3	489±36	0.1±0.1	571±26
05	Anatomy	0.1±0.1	-±-	0.0±0.1	96± 4	0.2±0.1	-±-	0.1±0.1	537±17
06	Biochemistry	0.2±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
07	Zoology	0.7±0.3	104± 3	0.3±0.2	-±-	0.9±0.3	550±21	0.1±0.1	629±17
08	Botany	0.3±0.2	-±-	0.0±0.1	-±-	0.0±0.0	551±36	0.0±0.1	-±-
09	Biological Science	2.1±0.5	104± 3	1.9±0.5	108± 2	2.4±0.4	524±17	1.8±0.4	557±24
10	Psychology	2.3±0.5	102± 2	4.6±0.8	106± 2	3.5±0.5	504±17	3.2±0.6	547±16
11	Sociology	1.0±0.3	103± 2	3.8±0.8	105± 2	1.5±0.4	448±22	3.4±0.6	532±17
12	History	4.4±0.7	104± 1	1.7±0.5	105± 2	4.3±0.6	531±12	2.3±0.5	565±22
13	Economics	2.2±0.5	107± 2	0.4±0.3	-±-	2.6±0.5	532±17	0.4±0.2	-±-
14	Political Science	2.5±0.5	103± 2	0.5±0.3	111± 2	2.2±0.4	559±22	0.9±0.3	574±28
15	Social Science	1.7±0.4	97± 4	1.0±0.4	101± 2	1.1±0.3	463±24	1.4±0.4	510±28
16	Social Work	0.0±0.1	101± 4	0.7±0.3	-±-	0.2±0.1	-±-	1.0±0.3	478±41
17	English	3.1±0.6	106± 2	8.0±1.1	106± 1	1.9±0.4	592±17	8.6±0.9	581±10
18	Journalism	1.0±0.3	110± 2	0.4±0.2	-±-	0.5±0.2	495±38	0.6±0.3	555±32
19	Foreign Language	0.8±0.3	109± 3	2.8±0.7	105± 2	0.8±0.2	555±32	2.3±0.5	607±20
20	Fine Arts	1.2±0.4	105± 3	2.7±0.6	109± 3	1.2±0.3	459±23	3.0±0.6	517±21
21	Performing Arts	0.3±0.2	-±-	0.4±0.2	-±-	0.3±0.2	-±-	0.6±0.3	-±-
22	Music	0.7±0.3	92± 5	1.6±0.5	104± 2	0.6±0.2	576±24	1.6±0.4	542±19
23	Philosophy	1.2±0.4	104± 2	0.0±0.1	110± 2	0.8±0.3	564±39	0.1±0.1	621±19
24	Religion	1.0±0.4	101± 3	0.5±0.3	-±-	1.0±0.3	438±42	0.4±0.2	-±-
25	Humanities	0.2±0.2	-±-	0.2±0.2	-±-	0.0±0.1	569±34	0.3±0.2	-±-
26	Law	0.4±0.2	-±-	0.0±0.0	-±-	0.6±0.2	510±27	0.4±0.2	-±-
27	Medicine	0.8±0.3	112± 3	0.5±0.3	-±-	0.5±0.2	519±27	0.6±0.2	-±-
28	Dentistry	0.0±0.1	101± 4	0.2±0.2	-±-	0.1±0.1	530±23	0.0±0.0	-±-
29	Pharmacy	0.5±0.3	-±-	0.3±0.2	-±-	0.8±0.3	533±24	0.3±0.2	580±18
30	Nursing	0.2±0.2	-±-	5.2±0.9	102± 2	0.2±0.1	-±-	4.7±0.7	508±13
31	Health Professions	0.2±0.1	-±-	1.2±0.4	105± 2	0.7±0.2	470±35	0.8±0.3	520±27
32	Architecture	0.6±0.3	106± 3	0.0±0.0	-±-	0.5±0.2	453±32	0.0±0.1	558±31
33	Engineering	7.0±0.9	103± 1	0.1±0.1	-±-	7.5±0.7	519±10	0.2±0.1	-±-
34	Computer Science	0.3±0.2	-±-	0.0±0.1	99± 3	0.9±0.3	492±23	0.1±0.1	545±30
35	Statistics	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	543±27	0.0±0.0	-±-
36	Elementary Education	1.2±0.4	99± 2	14.1±1.4	103± 1	1.0±0.3	419±24	14.2±1.2	493± 8
37	Physical Education	1.9±0.5	95± 2	2.7±0.6	103± 2	2.0±0.4	428±18	1.1±0.3	482±26
38	Education (other)	1.7±0.5	102± 2	5.1±0.9	99± 2	2.2±0.4	463±17	5.2±0.7	507±14
39	Library Science	0.0±0.0	-±-	0.5±0.3	-±-	0.0±0.0	-±-	0.0±0.1	518±18
40	Accounting	4.0±0.7	98± 1	1.3±0.5	101± 2	4.0±0.6	496±10	1.5±0.4	491±20
41	Business & Commerce	12.7±1.1	103± 1	6.4±1.0	98± 2	14.0±1.0	481± 8	5.4±0.7	437±15
42	Home Economics	0.0±0.0	-±-	2.7±0.6	104± 2	0.0±0.0	-±-	1.9±0.4	514±18
43	Agriculture	1.7±0.4	99± 2	0.0±0.1	-±-	2.1±0.4	479±16	0.0±0.1	-±-
44	Other	12.0±1.1	100± 1	5.7±0.9	101± 2	8.2±0.8	475±12	4.8±0.7	510±16
	Omitted	12.8±1.1	96± 1	10.1±1.2	98± 1	19.1±1.1	429± 7	19.3±1.3	469± 8
Based on group 4: Those who attended any college.	Mean		101		103		485		510
	Raw N	6,285		4,985		8,040		6,154	
	Wtd N (Pct.)	512,947	(49%)	371,016	(35%)	617,715	(54%)	439,236	(40%)
	Effective N	843		642		1,228		923	

E322
Undergraduate minor

10th Grade: Q20

9th Grade: Q35

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
00 None	23.0±1.4	100± 1	23.1±1.7	101± 1	13.6±1.0	481± 9	16.1±1.2	481±10
01 Math	4.7±0.7	104± 1	2.4±0.6	102± 3	5.5±0.7	500±12	2.1±0.5	556±24
02 Chemistry	2.4±0.5	103± 2	1.5±0.5	108± 2	2.9±0.5	531±14	1.0±0.3	552±22
03 Physics	1.0±0.3	100± 3	0.1±0.1	102± 2	0.5±0.2	622±28	0.1±0.1	603±23
04 Physical Science	0.7±0.3	101± 2	0.4±0.2	107± 2	0.8±0.3	458±26	0.5±0.2	575±25
05 Anatomy	0.1±0.1	105± 2	0.5±0.3	-±-	0.2±0.1	-±-	0.3±0.2	-±-
06 Biochemistry	0.0±0.0	-±-	0.0±0.1	-±-	0.1±0.1	-±-	0.0±0.0	-±-
07 Zoology	0.2±0.1	106± 2	0.3±0.2	-±-	0.3±0.2	-±-	0.2±0.2	-±-
08 Botany	0.2±0.2	-±-	0.1±0.1	106± 4	0.2±0.1	-±-	0.0±0.1	-±-
09 Biological Science	1.2±0.4	100± 2	1.4±0.5	101± 3	1.2±0.3	504±22	1.5±0.4	529±23
10 Psychology	2.6±0.5	102± 1	5.6±0.9	105± 1	3.2±0.5	505±13	4.5±0.7	543±12
11 Sociology	0.9±0.3	106± 3	3.0±0.7	102± 1	1.9±0.4	471±19	2.6±0.5	537±16
12 History	3.2±0.6	102± 2	3.4±0.7	105± 2	3.4±0.5	505±15	3.5±0.6	570±14
13 Economics	3.1±0.6	104± 1	0.3±0.2	107± 1	2.9±0.5	539±13	0.6±0.2	577±30
14 Political Science	1.3±0.4	105± 2	0.7±0.3	107± 3	1.6±0.4	504±23	0.4±0.2	597±24
15 Social Science	0.8±0.3	104± 3	2.2±0.6	103± 2	0.9±0.3	470±25	1.7±0.4	531±19
16 Social Work	0.0±0.0	-±-	0.3±0.2	-±-	0.0±0.0	416±21	0.3±0.2	-±-
17 English	2.7±0.6	103± 2	6.7±1.0	105± 1	2.7±0.5	540±15	5.3±0.7	563±13
18 Journalism	0.4±0.2	-±-	0.4±0.2	-±-	0.2±0.1	-±-	0.3±0.2	-±-
19 Foreign Language	0.6±0.3	106± 2	2.2±0.6	106± 2	1.0±0.3	581±28	1.7±0.4	578±18
20 Fine Arts	0.6±0.3	105± 4	2.1±0.6	107± 3	0.5±0.2	498±28	2.1±0.5	547±28
21 Peforming Arts	0.1±0.1	109± 3	0.4±0.3	-±-	0.3±0.1	-±-	0.2±0.1	570±17
22 Music	0.5±0.3	-±-	0.9±0.4	107± 2	0.3±0.1	523±34	2.1±0.5	495±28
23 Philosophy	1.3±0.4	103± 2	0.9±0.4	110± 2	1.0±0.3	544±26	0.5±0.2	582±30
24 Religion	0.5±0.2	-±-	0.7±0.3	-±-	0.3±0.2	543±26	0.6±0.3	-±-
25 Humanities	0.2±0.1	105± 1	0.3±0.2	103± 2	0.3±0.2	567±32	0.3±0.2	564±13
26 Law	0.1±0.1	105± 2	0.0±0.0	-±-	0.3±0.2	-±-	0.0±0.1	525±32
27 Medicine	0.1±0.1	109± 2	0.0±0.1	-±-	0.1±0.1	611±18	0.0±0.0	-±-
28 Dentistry	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	615±18	0.0±0.0	-±-
29 Pharmacy	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
30 Nursing	0.0±0.0	-±-	0.4±0.2	-±-	0.0±0.0	-±-	0.2±0.2	-±-
31 Health Professions	0.0±0.1	96± 4	0.0±0.1	-±-	0.2±0.1	-±-	0.1±0.1	555±13
32 Architecture	0.2±0.2	-±-	0.0±0.0	-±-	0.1±0.1	505±21	0.0±0.0	-±-
33 Engineering	0.8±0.3	101± 2	0.0±0.0	-±-	0.7±0.2	494±27	0.0±0.0	-±-
34 Computer Science	0.2±0.2	105± 2	0.0±0.1	-±-	0.7±0.2	551±26	0.0±0.1	514±22
35 Statistics	0.0±0.1	-±-	0.0±0.0	-±-	0.2±0.1	-±-	0.0±0.0	-±-
36 Elementary Education	0.2±0.2	-±-	1.3±0.5	100± 3	0.3±0.2	-±-	2.0±0.5	527±22
37 Physical Education	0.8±0.3	93± 4	0.4±0.2	-±-	0.6±0.2	478±51	0.6±0.2	415±31
38 Education (other)	2.3±0.5	101± 2	4.5±0.8	104± 1	1.3±0.3	503±24	3.2±0.6	537±17
39 Library Science	0.1±0.1	-±-	0.3±0.2	101± 2	0.0±0.0	-±-	0.5±0.2	498±51
40 Accounting	1.6±0.4	102± 2	0.5±0.3	97± 3	1.2±0.3	519±17	0.3±0.2	507±13
41 Business & Commerce	2.5±0.5	103± 2	1.2±0.4	104± 2	4.2±0.6	455±13	1.4±0.4	467±26
42 Home Economics	0.0±0.0	-±-	0.4±0.3	-±-	0.0±0.0	-±-	0.7±0.3	519±24
43 Agriculture	0.4±0.2	-±-	0.0±0.0	-±-	0.3±0.1	-±-	0.0±0.0	-±-
44 Other	3.9±0.7	101± 2	3.2±0.7	102± 2	3.6±0.5	491±15	2.9±0.6	495±19
Omitted	34.3±1.6	100± 1	28.1±1.8	101± 1	40.6±1.4	461± 5	39.7±1.6	486± 6
Based on group 4: Those who attended any college. Mean		101		103		485		510
Raw N	6,285		4,985		8,040		6,154	
Wtd N (Pct.)	512,947	(49%)	371,016	(35%)	617,715	(54%)	439,236	(40%)
Effective N	843		642		1,228		923	

E341 10th Grade: Omitted 9th Grade: Q41A

Did you attend college continuously from the time you first entered until you got a bachelor's degree? (If you never attended a four-year college, please skip)

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Yes, I was a full-time student during the entire period.	37.9±1.5	537± 5	40.9±1.7	557± 5
Yes, I was a part-time student during the entire period.	2.0±0.4	433±25	1.3±0.4	431±34
Yes, sometimes as a full-time student, sometimes part-time.	5.6±0.7	498±13	3.0±0.6	496±19
No, I dropped out of college and haven't graduated. I don't expect to return.	8.8±0.9	473±12	10.0±1.0	458±11
No, I dropped out of college and haven't graduated. I expect to go back and finish.	5.6±0.7	472±16	7.8±0.9	512±11
No, for at least one semester or quarter (other than summer) I was out of college altogether, but I returned later.	10.4±0.9	507± 9	6.7±0.9	528±15
I am still an undergraduate, and have been in college continuously since I first entered.	2.0±0.4	451±25	1.5±0.4	445±32
Omitted	27.7±1.4	432± 6	28.8±1.6	459± 7
Based on group 14: Mean		490		509
Those who attended Raw N	6,722		5,427	
a four-year college. Wtd N (Pct.)	526,202	(46%)	395,312	(36%)
Effective N	1,037		831	

E342 10th Grade: Omitted 9th Grade: Q41B

What were your main reasons for dropping out of college? (Please answer even if you later returned to college.) Do not mark more than three.

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
To earn enough money to be able to go back to college.	5.5±1.2	502±15	3.4±1.2	561±21
Had financial difficulties.	21.8±2.3	474±14	18.2±2.5	484±17
Was offered a job.	9.4±1.6	434±25	9.6±1.9	500±23
Changed career goals.	6.3±1.3	519±18	10.7±2.0	531±18
Became homesick.	0.2±0.2	533±25	0.4±0.4	535±17
Didn't enjoy the social life.	0.5±0.4	535±15	1.0±0.6	566±12
Got married.	8.1±1.5	462±18	29.7±2.9	516±12
Pregnancy or children.	1.0±0.6	510±26	15.6±2.3	489±18
College work was boring.	14.6±1.9	515±15	8.2±1.8	499±17
Had to study too hard.	2.6±0.9	432±44	2.8±1.1	478±41
Poor grades.	13.7±1.9	513±12	9.6±1.9	490±18
Got into disciplinary troubles.	1.4±0.7	481±33	0.3±0.4	561±28
Became ill or had an accident.	2.0±0.8	546±26	3.1±1.1	475±31
Family responsibilities.	4.0±1.1	470±20	5.9±1.5	480±30
Entered military service.	20.1±2.2	505±11	0.1±0.2	-±-
Some other reason.	19.6±2.2	503±13	22.0±2.7	509±14
Based on group 15: Mean		487		501
Four-year college Raw N	2,255		1,677	
dropouts. Wtd N (Pct.)	160,148	(14%)	120,790	(11%)
Effective N	332		243	

EDUCATION: JUNIOR COLLEGE

E413 10th Grade: Q14F 9th Grade: Omitted

Did you get a job in the field for which the junior college trained you? (Mark all that apply.)

		10th GRADE			
		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES
No, I never looked for a job in that field.		15.9±2.0	99± 1	15.3±2.6	96± 2
No, I couldn't find a job in that field and am now in a different field.		2.7±0.9	92± 3	1.6±0.9	-±-
No, but I am still trying to.		2.0±0.8	99± 2	2.0±1.0	-±-
Yes, and I am still in that field.		11.6±1.8	98± 1	7.5±1.9	102± 2
Yes, and I have advanced to a higher level.		6.7±1.4	98± 2	3.9±1.4	96± 4
Yes, but later I changed to a different field.		4.6±1.2	97± 2	2.7±1.2	100± 2
Yes, but since then I have stopped working.		1.0±0.6	-±-	7.2±1.8	100± 2
Other		6.5±1.4	101± 2	9.7±2.1	101± 2
Based on group 13:	Mean		98		99
Those who attended	Raw N	2,274		1,605	
junior college.	Wtd N (Pct.)	230,303	(22%)	137,806	(13%)
	Effective N	325		197	

E421 10th Grade: Q14A 9th Grade: Q37

What kind of program did you take in junior college (i.e., in what field)?

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Other		53.0±2.8	98± 1	42.5±3.5	97± 1	43.8±2.5	433± 8	44.4±3.0	451± 9
Liberal arts		29.1±2.5	99± 1	39.9±3.5	100± 1	38.0±2.4	444± 8	36.5±2.9	477±11
Omitted		17.9±2.1	96± 1	17.6±2.7	101± 1	18.2±1.9	448±12	19.1±2.3	489±13
Based on group 13:	Mean		98		99		440		467
Those who attended	Raw N	2,274		1,605		2,389		1,647	
junior college.	Wtd N (Pct.)	230,303	(22%)	137,806	(13%)	228,784	(20%)	142,752	(13%)
	Effective N	325		197		409		281	

E431 10th Grade: Q14B 9th Grade: Q38

How long was the program you took?

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Just an occasional course (not towards a degree)		7.4±1.4	102± 2	12.3±2.3	96± 2	5.4±1.1	423±23	6.3±1.4	464±25
Less than 3 months		0.8±0.5	-±-	0.2±0.3	99± 2	0.6±0.4	-±-	0.4±0.4	-±-
1 semester or 1 quarter (3 to 5 months)		3.7±1.0	96± 2	4.8±1.5	94± 3	2.5±0.8	462±22	2.9±1.0	441±29
1 year		4.0±1.1	97± 2	5.8±1.7	99± 2	2.5±0.8	450±19	7.8±1.6	452±20
2 years		63.3±2.7	98± 1	54.3±3.6	100± 1	68.9±2.3	439± 6	58.0±2.9	470± 8
Other		2.8±0.9	101± 3	3.7±1.3	103± 2	1.5±0.6	412±33	2.9±1.0	452±43
Omitted		18.0±2.1	97± 1	18.9±2.8	101± 1	18.7±1.9	450±12	21.8±2.5	473±13
Based on group 13:	Mean		98		99		440		467
Those who attended	Raw N	2,274		1,605		2,389		1,647	
junior college.	Wtd N (Pct.)	230,303	(22%)	137,806	(13%)	228,784	(20%)	142,752	(13%)
	Effective N	325		197		409		281	

E441
Did you complete the program?

10th Grade: Q14C

9th Grade: Q39

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
No, I didn't because (mark all that apply (see E442)):	31.1±2.6	97± 1	27.7±3.2	98± 2	34.5±2.4	442± 9	37.4±2.9	445±11
Not yet; I am still in it.	13.9±1.9	100± 1	10.9±2.2	97± 2	14.7±1.8	426±13	12.3±2.0	469±16
Yes	31.5±2.6	99± 1	32.4±3.3	100± 1	31.0±2.3	444± 8	29.5±2.7	479±11
Omitted	23.4±2.3	97± 1	29.0±3.2	100± 1	19.8±2.0	440±12	20.9±2.4	491±13
Based on group 13: Those who attended junior college. Mean		98		99		440		467
Raw N	2,274		1,605		2,389		1,647	
Wtd N (Pct.)	230,303	(22%)	137,806	(13%)	228,704	(20%)	142,752	(13%)
Effective N	325		197		409		281	

E442
If you dropped out why?

10th Grade: Q14D

9th Grade: Q39C

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
I decided I didn't want to go into that field.	19.2±4.1	98± 3	4.2±2.9	107± 3	10.6±2.5	441±26	10.0±2.8	455±28
I decided I could get a job in the field without completing the program.	2.3±1.6	99± 3	10.2±4.3	-±-	5.5±1.8	425±51	9.8±2.8	441±37
I decided to transfer to another kind of program in junior college.	1.1±1.1	-±-	0.4±0.8	100± 4	0.6±0.6	497±22	0.8±0.8	-±-
I decided to transfer to another kind of school (not a junior college).	18.8±4.1	98± 2	11.2±4.5	101± 3	0.6±0.6	453±18	0.6±0.7	424±27
I decided that I couldn't get a job in the field even if I completed the program.	*Option not included*				16.9±3.0	496±14	12.5±3.1	533±20
I took a job.	*Option not included*				21.5±3.3	412±17	22.3±3.9	421±20
I couldn't afford to stay in school.	*Option not included*				13.6±2.8	405±21	17.2±3.5	425±28
The training was not satisfactory.	*Option not included*				5.4±1.8	470±30	1.2±1.0	424±41
Other	53.4±5.2	96± 1	65.7±6.8	96± 2	29.7±3.7	441±16	43.7±4.7	459±17
Based on group 7: Those who dropped out of junior college. Mean		97		97		487		501
Raw N	768		494		997		660	
Wtd N (Pct.)	73,278	(7%)	38,162	(4%)	81,218	(7%)	54,904	(5%)
Effective N	92		49		154		113	

EDUCATION: 4 - YEAR COLLEGE

E511
10th Grade: Q22A
9th Grade: Q42A
If you attended a four-year college, was the program you took intended to prepare you for a specific occupation that you could go into immediately after college?

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Yes.	35.8±1.7	101± 1	45.5±2.0	103± 0	27.9±1.4	509± 5	34.5±1.6	536± 5
No, it was intended to prepare me for graduate or professional school, which would prepare me for [a specific occupation]	7.0±0.9	106± 1	4.4±0.8	107± 1	7.4±0.8	571± 9	4.6±0.7	594±14
No, it was not intended to lead to any specific occupation.	22.8±1.4	104± 1	17.6±1.5	105± 1	14.8±1.1	523± 8	10.0±1.0	554±11
Omitted	34.4±1.6	98± 1	32.5±1.8	99± 1	49.9±1.6	457± 5	50.9±1.7	473± 5
Based on group 14: Those who attended a four-year college. Mean		101		103		490		509
Raw N	6,285		4,985		6,722		5,427	
Wtd N (Pct.)	512,987	(49%)	371,016	(35%)	526,202	(46%)	395,312	(36%)
Effective N	843		642		1,037		831	

B513 | 10th Grade: Q22B | 9th Grade: Omitted

Did you ever take a job in the field you studied? (Mark as many as apply.)

	10th GRADE			
	Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES
No, I couldn't find a job in that field and I am now in a different field.	4.5±1.0	103± 2	3.2±0.9	99± 4
No, but I am still trying to.	1.9±0.6	98± 3	1.8±0.7	100± 3
No, I decided to change to a different field.	16.0±1.8	100± 1	10.8±1.5	103± 1
Yes, but then I decided to change to a different field.	13.9±1.7	102± 1	13.6±1.7	106± 1
Yes, and I am still in that field.	44.3±2.4	100± 1	41.8±2.4	102± 1
Yes, and I have advanced to a higher level.	11.3±1.5	103± 1	5.0±1.1	103± 1
Other	6.3±1.2	104± 1	20.9±2.0	104± 1

Based on group 21: Those whom 4-year college prepared for an occupation.		Males		Females	
	Mean		101		103
	Raw N	3,590		3,347	
	Wtd N (Pct.)	230,303	(22%)	190,808	(18%)
	Effective N	436		428	

EDUCATION: GRADUATE SCHOOL

B611 | 10th Grade: Q19D | 9th Grade: Q34D

Year of graduate school entry

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
64	1.0±0.5	-±-	0.5±0.4	-±-	Option not included			
65	1.5±0.7	104± 4	0.9±0.6	106± 2	0.6±0.4	-±-	0.7±0.5	-±-
66	25.1±2.3	107± 1	25.8±2.9	106± 1	0.9±0.5	623±16	2.6±1.0	582±16
67	15.6±2.0	105± 1	15.3±2.4	106± 1	27.1±2.1	587± 8	20.1±2.4	595±11
68	9.0±1.5	103± 2	13.1±2.2	106± 1	12.3±1.6	558±12	17.1±2.3	554±11
69	9.8±1.6	105± 2	8.2±1.8	104± 2	8.2±1.3	531±15	10.9±1.9	588±14
70	10.2±1.6	104± 1	9.6±1.9	105± 2	7.5±1.3	536±14	6.5±1.5	561±18
71	6.2±1.3	106± 2	6.1±1.6	98± 2	8.1±1.3	542±17	5.0±1.3	537±21
72	4.8±1.2	104± 2	6.4±1.6	102± 3	7.3±1.3	505±14	6.3±1.5	548±20
73	5.1±1.2	98± 2	4.1±1.3	103± 2	8.1±1.3	482±20	4.8±1.3	538±24
74	Option not included				4.3±1.0	508±22	7.1±1.6	568±31
Omitted	11.8±1.7	100± 2	10.1±2.0	104± 1	15.7±1.8	499±12	18.8±2.4	537±16

Based on group 12: Those who attended graduate school.		10th Males		10th Females		9th Males		9th Females	
	Mean		104		105		540		562
	Raw N	2,857		1,740		3,265		2,085	
	Wtd N (Pct.)	167,493	(16%)	95,404	(9%)	183,027	(16%)	109,809	(10%)
	Effective N	382		233		430		269	

E612
Years between graduate school entry and degree

10th Grade: Generated | 9th Grade: Generated

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
0	0.6±0.6	-±-	0.4±0.6	113± 2	0.8±0.6	-±-	0.1±0.2	-±-
1	13.3±2.4	102± 1	20.4±4.0	106± 2	12.7±2.2	541±13	20.7±4.0	571±13
2	24.2±3.1	106± 2	32.3±4.7	105± 2	20.5±2.7	553±13	27.4±4.4	611±16
3	22.3±3.0	107± 1	17.1±3.8	106± 2	17.4±2.5	568±15	18.4±3.8	529±22
4	12.1±2.3	107± 2	11.8±3.2	105± 2	16.6±2.5	593±13	8.4±2.7	567±17
5	7.9±1.9	103± 3	7.3±2.6	105± 3	7.5±1.7	547±28	9.2±2.8	618±25
6	7.2±1.9	104± 3	1.8±1.3	-±-	3.5±1.2	583±26	4.4±2.0	-±-
7	3.5±1.3	112± 2	2.4±1.5	-±-	1.8±0.9	602±24	1.8±1.3	507±49
8	0.0±0.1	-±-	1.7±1.3	-±-	0.1±0.2	580±24	0.1±0.2	-±-
9	0.0±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Omitted	8.9±2.1	108± 4	4.9±2.2	105± 3	19.2±2.6	510±17	9.6±2.9	586±28

Based on group 10: Those receiving a graduate degree.									
	Mean		106		105		555		583
	Raw N	1,610		775		1,734		844	
	Wtd N (Pct.)	83,747	(8%)	42,402	(4%)	102,953	(9%)	43,924	(4%)
	Effective N	193		99		230		104	

E613
Year of graduate degree

10th Grade: Q19E | 9th Grade: Q34E

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
65	0.0±0.0	-±-	0.0±0.2	-±-	*Option not included*			
66	0.1±0.2	-±-	0.3±0.6	111± 3	0.0±0.0	-±-	0.0±0.0	-±-
67	2.1±1.0	104± 2	8.5±2.8	109± 2	0.1±0.2	652±26	2.8±1.6	-±-
68	10.3±2.2	103± 2	13.3±3.4	104± 2	4.9±1.4	594±22	11.4±3.1	575±19
69	14.3±2.5	110± 1	13.0±3.4	109± 2	9.4±1.9	568±16	9.4±2.9	628±20
70	14.8±2.6	106± 2	19.1±3.9	108± 2	15.7±2.4	566±18	9.8±2.9	577±18
71	16.0±2.6	106± 2	10.5±3.1	105± 3	12.7±2.2	588±14	22.7±4.1	580±18
72	19.1±2.8	105± 2	17.9±3.9	104± 3	20.5±2.7	531±16	12.8±3.3	598±22
73	14.9±2.6	102± 2	12.8±3.8	98± 4	12.4±2.2	560±15	11.1±3.1	585±23
74	2.6±1.1	-±-	1.8±1.3	-±-	14.8±2.3	551±15	13.5±3.4	602±24
75	*Option not included*				4.2±1.3	462±32	4.8±2.1	-±-
Omitted	5.8±1.7	104± 5	2.7±1.6	107± 3	5.3±1.5	551±28	1.7±1.3	493±41

Based on group 10: Those receiving a graduate degree.									
	Mean		106		105		555		583
	Raw N	1,610		775		1,734		844	
	Wtd N (Pct.)	83,747	(8%)	42,402	(4%)	102,953	(9%)	43,924	(4%)
	Effective N	193		99		230		104	

E614
Number of graduate schools attended

10th Grade: Q19F

9th Grade: Q34F

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
1	73.6±2.4	104± 1	75.2±2.0	105± 1	77.4±2.0	540± 6	72.9±2.7	561± 7
2	17.1±2.0	106± 1	17.4±2.5	105± 1	17.1±1.8	556±10	18.3±2.4	582±13
3	1.4±0.6	104± 4	2.0±0.9	-±-	0.4±0.3	586±25	2.5±1.0	-±-
4	0.5±0.4	-±-	0.1±0.2	103± 4	0.4±0.3	-±-	0.2±0.3	558±22
5	0.1±0.1	-±-	0.0±0.1	-±-	0.0±0.1	-±-	0.0±0.0	-±-
Omitted	7.3±1.4	98± 2	5.3±1.5	104± 2	4.5±1.0	492±20	6.0±1.5	497±33

Based on group 12: Those who attended graduate school.		10th Males		10th Females		9th Males		9th Females	
	Mean		104		105		540		562
	Raw N	2,857		1,740		3,265		2,085	
	Wtd N (Pct.)	167,493	(16%)	95,404	(9%)	183,027	(16%)	109,809	(10%)
	Effective N	342		233		427		267	

Variable Code: E621
Graduate major

10th Grade: Q20C

9th Grade: Q35C

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
00	None	0.8±0.5	-±-	0.7±0.5	103± 1	0.4±0.3	-±-	1.7±0.8	-±-
01	Math	2.1±0.8	105± 2	2.2±1.0	106± 2	2.4±0.7	592±33	2.7±1.0	610±33
02	Chemistry	2.0±0.8	105± 2	0.8±0.6	-±-	1.5±0.6	492±36	0.1±0.2	-±-
03	Physics	0.5±0.4	104± 1	0.0±0.0	-±-	0.8±0.4	-±-	0.0±0.1	-±-
04	Physical Science	1.1±0.6	-±-	0.1±0.2	-±-	0.2±0.2	582±21	0.0±0.1	-±-
05	Anatomy	0.3±0.3	-±-	0.1±0.2	-±-	0.5±0.3	-±-	0.1±0.2	-±-
06	Biochemistry	0.2±0.3	112± 2	0.0±0.1	-±-	0.5±0.3	-±-	0.8±0.5	-±-
07	Zoology	0.2±0.3	105± 2	0.1±0.2	-±-	0.4±0.3	-±-	0.1±0.2	-±-
08	Botany	0.1±0.2	96± 3	0.9±0.6	-±-	0.1±0.2	548±25	0.1±0.2	605±29
09	Biological Science	2.3±0.8	106± 4	0.5±0.5	108± 2	1.0±0.5	561±25	1.5±0.7	-±-
10	Psychology	2.5±0.8	101± 3	4.8±1.4	107± 3	2.2±0.7	556±26	1.7±0.8	591±29
11	Sociology	0.3±0.3	103± 2	0.2±0.3	108± 3	0.2±0.2	536±28	0.2±0.3	610±25
12	History	3.9±1.1	105± 2	1.4±0.8	-±-	1.8±0.6	548±18	0.6±0.5	598±15
13	Economics	0.9±0.5	104± 1	0.1±0.2	-±-	1.3±0.5	559±31	0.1±0.2	671±24
14	Political Science	0.8±0.5	107± 1	1.3±0.7	-±-	1.4±0.6	550±29	0.2±0.3	602±24
15	Social Science	0.6±0.4	-±-	1.6±0.9	-±-	0.4±0.3	553±16	1.7±0.8	-±-
16	Social Work	1.7±0.7	-±-	3.8±1.3	107± 2	0.4±0.3	487±35	1.6±0.8	554±34
17	English	2.2±0.8	99± 4	2.2±1.0	105± 1	1.0±0.5	641±33	3.6±1.1	614±20
18	Journalism	0.6±0.4	-±-	0.1±0.2	-±-	0.7±0.4	-±-	0.1±0.2	595±29
19	Foreign Language	0.3±0.3	102± 3	1.4±0.8	-±-	0.6±0.4	-±-	2.4±0.9	648±32
20	Fine Arts	1.1±0.6	-±-	0.6±0.5	108± 2	0.7±0.4	-±-	1.3±0.7	479±53
21	Performing Arts	0.4±0.4	-±-	0.6±0.5	-±-	0.6±0.4	-±-	0.3±0.3	561±22
22	Music	0.3±0.3	103± 1	1.1±0.7	113± 4	0.8±0.4	-±-	2.0±0.9	-±-
23	Philosophy	1.0±0.5	-±-	0.1±0.2	108± 3	0.1±0.1	643±31	0.0±0.1	-±-
24	Religion	2.3±0.8	103± 2	1.0±0.6	-±-	4.1±1.0	555±24	0.2±0.3	598±24
25	Humanities	0.0±0.1	-±-	0.1±0.2	-±-	0.0±0.1	-±-	0.0±0.1	-±-
26	Law	10.6±1.7	109± 1	0.4±0.4	111± 2	8.1±1.3	597±15	1.1±0.6	-±-
27	Medicine	2.3±0.8	114± 2	1.4±0.8	-±-	3.1±0.8	608±26	0.2±0.3	629±25
28	Dentistry	1.0±0.5	-±-	0.0±0.0	-±-	1.3±0.5	561±23	0.0±0.1	-±-
29	Pharmacy	0.5±0.4	-±-	0.0±0.1	-±-	0.3±0.3	-±-	0.8±0.5	-±-
30	Nursing	0.0±0.0	-±-	0.7±0.5	-±-	0.1±0.2	-±-	1.0±0.6	-±-
31	Health Professions	0.8±0.5	-±-	1.0±0.7	-±-	0.3±0.3	546±12	0.3±0.4	548±31
32	Architecture	0.1±0.2	105± 2	0.0±0.1	-±-	0.5±0.3	-±-	0.0±0.0	-±-
33	Engineering	4.3±1.1	103± 2	0.0±0.0	-±-	4.3±1.0	524±26	0.1±0.2	581±35
34	Computer Science	0.5±0.4	-±-	0.2±0.3	109± 3	1.3±0.5	-±-	0.1±0.2	573±34
35	Statistics	0.1±0.2	109± 3	0.0±0.1	-±-	0.1±0.1	586±26	0.1±0.2	-±-
36	Elementary Education	2.0±0.8	99± 4	14.9±2.3	105± 1	0.8±0.4	522±18	15.5±2.2	539±11
37	Physical Education	1.1±0.6	100± 3	3.3±1.2	98± 2	0.9±0.5	-±-	1.3±0.7	-±-
38	Education (other)	9.0±1.5	102± 2	23.0±2.8	104± 1	10.3±1.5	509±15	19.2±2.4	539±13
39	Library Science	0.3±0.3	-±-	1.1±0.7	108± 1	0.6±0.4	-±-	1.6±0.8	542±33
40	Accounting	1.1±0.6	104± 3	0.1±0.2	-±-	0.9±0.5	573±24	0.0±0.1	-±-
41	Business & Commerce	9.1±1.6	106± 1	0.9±0.6	-±-	9.4±1.4	523±15	1.2±0.7	-±-
42	Home Economics	0.2±0.3	-±-	1.4±0.8	107± 3	0.0±0.0	-±-	0.7±0.5	550±17
43	Agriculture	0.3±0.3	101± 2	0.0±0.0	-±-	1.2±0.5	-±-	0.0±0.1	-±-
44	Other	12.9±1.8	103± 2	12.0±2.1	102± 2	10.5±1.5	522±15	10.3±1.9	546±17
	Omitted	15.1±1.9	103± 2	13.3±2.2	105± 2	21.7±2.0	525±11	23.0±2.6	579±13

Based on group 12: Those who attended graduate school.		10th Males		10th Females		9th Males		9th Females	
	Mean		104		105		540		562
	Raw N	2,857		1,740		3,265		2,085	
	Wtd N (Pct.)	167,493	(16%)	95,404	(9%)	183,027	(16%)	109,809	(10%)
	Effective N	342		233		427		267	

EDUCATION: LICENSES AND DEGREES

E701
Licenses or certificates received

10th Grade: 15a1

9th Grade: 40a1

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
C.P.A. (certified Public Accountant)	0.3±0.1	100± 2	0.0±0.0	-±-	0.3±0.1	544±20	0.0±0.0	622±40
Practical nursing certificate	0.0±0.0	99± 2	1.5±0.3	96± 2	0.1±0.1	-±-	1.0±0.2	451±23
R.N. (Registered nurse)	0.1±0.1	-±-	2.9±0.4	102± 1	0.0±0.0	-±-	2.3±0.3	538±10
Teaching certificate, issued by state or city	5.0±0.5	101± 1	10.2±0.8	103± 1	2.5±0.3	511± 7	5.3±0.5	549± 6
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,111		2,045	

E702
Specific degree--highest received

10th Grade: 15A2

9th Grade: 40A2

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Associate in Arts or Associate in Science	3.4±0.4	98± 1	1.9±0.3	101± 2	3.0±0.4	453±10	2.0±0.3	489±14
Other junior college certificate or diploma	0.7±0.2	98± 2	0.6±0.2	100± 2	0.2±0.1	429±26	0.3±0.1	474±32
"Other professional degree" option: marked, but no bachelor's degree	0.6±0.2	93± 3	0.6±0.2	102± 3	0.4±0.1	464±42	0.3±0.1	437±20
B.A. or B.S.	16.7±0.9	102± 1	12.6±0.8	104± 1	16.7±0.8	502± 5	13.7±0.8	549± 5
Other bachelor's degree	1.7±0.3	104± 2	0.9±0.2	101± 2	0.7±0.2	549±12	0.3±0.1	551±11
LL.B. or J.D. (law)	1.7±0.3	110± 1	0.1±0.1	-±-	1.1±0.2	590±14	0.1±0.1	-±-
D.D.S. (dentistry)	0.1±0.1	106± 1	0.0±0.0	-±-	0.2±0.1	561±26	0.0±0.0	-±-
Ed.D.	0.0±0.0	103± 3	0.0±0.0	-±-	0.0±0.0	527±17	0.0±0.0	501±53
Other professional degree (at least bachelor level)	0.9±0.2	105± 2	0.3±0.1	108± 4	0.5±0.1	515±28	0.2±0.1	515±39
Other	9.3±0.7	96± 1	5.7±0.6	97± 1	2.2±0.3	431±17	2.0±0.3	439±17
M.A. or M.S.	4.4±0.5	103± 1	3.3±0.5	105± 1	4.8±0.5	537± 9	3.1±0.4	575±10
Other master's degree	1.7±0.3	106± 2	0.7±0.2	105± 2	1.4±0.3	539±13	0.5±0.2	608±15
Ph.D.	0.7±0.2	110± 2	0.2±0.1	-±-	1.1±0.2	582±21	0.1±0.1	-±-
M.D.	0.4±0.2	112± 2	0.1±0.1	-±-	0.5±0.2	614±25	0.0±0.0	601±32
None of the above.	57.9±1.2	95± 0	73.0±1.1	96± 0	67.3±1.0	394± 3	77.3±0.9	430± 3
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,111		2,045	

E703
Licences or certificates planned

10th Grade: 15B1

9th Grade: 40B1

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
C.P.A.	0.9±0.2	100± 2	0.7±0.2	93± 3	0.8±0.2	476±17	0.5±0.2	493±31
Practical nursing certificate	0.0±0.1	-±-	1.7±0.3	93± 3	0.0±0.0	-±-	0.2±0.1	436±33
R.N. (Registered nurse)	0.2±0.1	-±-	2.1±0.4	93± 2	0.1±0.1	-±-	1.5±0.3	407±16
Teaching certificate, issued by state or city	0.5±0.2	100± 2	1.8±0.3	104± 2	0.4±0.1	495±21	1.3±0.3	490±22
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Std N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,111		2,045	

E704
Specific degree--highest planned

10th Grade: 15B2

9th Grade: 40B2

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Associate in Arts or Associate in Science	2.2±0.4	96± 1	1.6±0.3	93± 2	2.4±0.3	402±14	1.0±0.2	427±28
Other junior college certificate or diploma	0.5±0.2	94± 2	0.5±0.2	96± 2	0.2±0.1	398±26	0.2±0.1	-±-
"Other professional degree" option: marked, but no bachelor's degree	1.0±0.2	98± 3	0.4±0.2	101± 3	0.7±0.2	488±21	0.4±0.1	500±51
B.A. or B.S.	6.5±0.6	98± 1	5.9±0.6	99± 1	6.2±0.5	452±10	5.8±0.5	487±10
Other bachelor's degree	0.5±0.2	101± 3	0.3±0.1	-±-	0.3±0.1	421±43	0.1±0.1	-±-
LL.B. or J.D. (law)	0.6±0.2	103± 2	0.4±0.2	104± 3	0.6±0.2	524±25	0.4±0.1	595±39
D.D.S. (dentistry)	0.1±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
Ed.D.	0.5±0.2	96± 3	0.2±0.1	106± 2	0.2±0.1	527±14	0.2±0.1	603±28
Other professional degree (at least bachelor level)	0.1±0.1	-±-	0.1±0.1	-±-	0.0±0.0	502±31	0.0±0.0	605±24
Other	3.9±0.5	98± 1	2.6±0.4	100± 2	1.3±0.2	467±22	0.9±0.2	488±24
M.A. or M.S.	5.1±0.5	100± 1	5.8±0.6	103± 1	7.1±0.6	496± 8	6.0±0.5	529±10
Other master's degree	1.7±0.3	104± 1	0.8±0.2	103± 2	1.0±0.2	527±16	1.1±0.2	550±20
Ph.D.	2.4±0.4	106± 1	0.8±0.2	107± 2	2.0±0.3	536±13	1.2±0.2	566±20
M.D.	0.3±0.1	112± 3	0.1±0.1	-±-	0.2±0.1	-±-	0.0±0.0	592±21
None of the above.	74.9±1.1	97± 0	80.5±1.0	97± 0	77.7±0.9	419± 3	82.6±0.8	443± 3
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Std N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,111		2,045	

EDUCATION: VALUE OF EDUCATION

E815 10th Grade: Q10 9th Grade: Omitted

Have you found what you learned in high school useful in preparing you for the school(s) you have attended or the job(s) you have obtained since then?

		10th GRADE				9th GRADE
		Males		Females		
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	
It was a complete waste of time		3.3±0.4	97± 2	1.6±0.3	98± 2	
It proved of very little use		20.0±1.0	96± 1	16.8±0.9	97± 1	
Adequate		26.1±1.1	99± 0	24.7±1.1	98± 1	
Yes, it was fairly useful		23.9±1.1	98± 1	25.7±1.1	97± 0	
Yes, it was valuable		22.7±1.0	98± 1	26.1±1.1	98± 0	
Omitted		4.1±0.5	100± 2	5.2±0.6	97± 1	
Based on group 0: Everybody.	Mean		98		97	
	Raw N	10,842		10,950		
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	
	Effective N	1,625		1,550		

E816 10th Grade: Q36 9th Grade: Omitted

Do you think your high school education was worth while? Did it contribute anything that has made your life better, happier, or more rewarding than it would otherwise have been? Please mark as many statements as apply.

		10th GRADE				9th GRADE
		Males		Females		
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	
It gave me skills necessary for carrying out my job.		29.6±1.1	97± 0	36.8±1.2	96± 0	
It helped me get a more interesting job than I probably could have gotten otherwise.		27.4±1.1	97± 0	27.8±1.1	96± 1	
It helped me get a better-paying job than I probably could have gotten otherwise.		29.2±1.1	97± 0	28.5±1.1	96± 0	
It prepared me for more advanced education.		36.3±1.2	101± 0	32.8±1.2	101± 0	
It has enriched my use of my leisure time.		12.6±0.8	100± 1	15.7±0.9	98± 1	
It helped me develop a set of values.		29.3±1.1	99± 0	33.5±1.2	98± 0	
It helped make me a better citizen.		26.5±1.1	98± 0	32.7±1.2	97± 0	
I learned some things that were interesting and worth knowing though not of practical value.		38.5±1.2	98± 0	42.8±1.3	98± 0	
I made some friendships in school that have been important to me.		31.6±1.2	99± 0	38.3±1.2	95± 0	
I met my wife (husband) there.		9.8±0.7	98± 1	10.6±0.8	98± 1	
It had some important values other than those mentioned above.		25.0±1.1	98± 1	27.7±1.1	98± 0	
It was of no real value at all. I would have been as well off if I hadn't gone to high school.		3.1±0.4	95± 2	2.2±0.4	92± 2	
I feel I would have been BETTER OFF if I hadn't gone to high school at all (or if I hadn't stayed as long as I did).		0.6±0.2	97± 3	0.2±0.1	-±-	
I feel I would have been better off if I had gone to an entirely different kind of school		10.4±0.8	98± 1	7.7±0.7	100± 1	
Based on group 0: Everybody.	Mean		98		97	
	Raw N	10,842		10,950		
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	
	Effective N	1,625		1,550		

E817 10th Grade: Q24A 9th Grade: Q36A

Do you consider your college education (and graduate education, if any) to have been worth while? Did it contribute anything that has made your life better, happier, or more rewarding than it would otherwise have been? Please mark as many statements as apply.

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
It gave me skills necessary for carrying out my job.	41.9±1.6	102± 0	46.2±1.8	103± 1	39.6±1.4	505± 4	40.2±1.6	525± 5
It helped me get a more interesting job than I probably could have gotten otherwise.	39.6±1.5	102± 0	43.3±1.8	103± 1	33.4±1.3	511± 5	34.6±1.6	533± 5
It helped me get a better-paying job than I probably could have gotten otherwise.	36.0±1.5	102± 0	41.7±1.8	103± 1	31.6±1.3	511± 5	33.9±1.6	530± 5
It prepared me for more advanced education.	26.9±1.4	103± 1	30.5±1.7	104± 1	28.5±1.3	516± 5	26.3±1.4	539± 6
It has enriched my use of my leisure time.	21.5±1.3	104± 1	26.0±1.6	104± 1	23.7±1.2	506± 6	31.9±1.5	529± 6
It helped me develop a set of values.	25.6±1.4	103± 1	27.7±1.7	104± 1	32.6±1.3	502± 5	38.1±1.6	524± 6
It helped make me a better citizen.	21.3±1.3	103± 1	21.3±1.5	104± 1	0.0±0.0	-±-	0.0±0.0	-±-
I learned some things that were interesting and worth knowing though not of practical value.	35.6±1.5	103± 0	40.1±1.8	104± 0	39.6±1.4	509± 5	42.0±1.6	532± 5
I made some friendships in school that have been important to me.	27.0±1.4	104± 1	32.1±1.7	104± 1	28.7±1.3	519± 5	35.6±1.6	533± 5
I met my wife (husband) there.	10.2±1.0	103± 1	13.9±1.3	105± 1	9.0±0.8	530± 8	12.9±1.1	552± 8
It had some important values other than those mentioned above.	24.1±1.3	103± 1	32.4±1.7	103± 1	18.9±1.1	517± 5	22.6±1.4	526± 7
It was of no real value at all.	5.4±0.7	99± 1	3.3±0.7	101± 2	3.3±0.5	488±17	3.7±0.6	469±22
It was adequate but did not have exceptionally important value.	0.0±0.0	-±-	0.0±0.0	-±-	4.9±0.6	489±11	4.0±0.6	494±15
Based on group 4: Mean		101		102		485		510
Those who attended Raw N	7,523		5,658		8,040		6,154	
any college. Wtd N (Pct.)	607,162	(58%)	424,818	(40%)	617,715	(54%)	439,236	(40%)
Effective N	1,005		733		1,228		923	

E818 10th Grade: Q24B 9th Grade: Q36B

Concerning Graduate Education:

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
It gave me skills necessary for carrying out my job.	51.5±2.7	105± 1	51.4±3.3	105± 1	55.7±2.4	552± 6	46.4±3.1	567± 8
It helped me get a more interesting job than I probably could have gotten otherwise.	40.8±2.7	106± 1	34.6±3.1	106± 1	42.2±2.4	559± 7	33.7±2.9	569±10
It helped me get a better-paying job than I probably could have gotten otherwise.	41.0±2.7	106± 1	43.7±3.2	105± 1	39.3±2.4	562± 7	35.9±2.9	570± 9
It prepared me for more advanced education.	20.1±2.2	105± 1	15.5±2.4	104± 1	17.0±1.8	556±10	13.2±2.1	529±14
It has enriched my use of my leisure time.	22.4±2.3	106± 1	15.7±2.4	104± 1	20.1±1.9	554±12	20.9±2.5	552±14
It helped me develop a set of values.	24.6±2.3	106± 1	15.6±2.4	105± 1	29.3±2.2	552± 9	22.6±2.6	552±12
It helped make me a better citizen.	22.7±2.3	105± 1	10.6±2.0	105± 1	0.0±0.0	-±-	0.0±0.0	-±-
I learned some things that were interesting and worth knowing though not of practical value.	28.4±2.4	105± 1	28.0±2.9	104± 1	27.6±2.2	551± 9	26.0±2.7	570±10
I made some friendships in school that have been important to me.	29.5±2.5	106± 1	23.7±2.8	104± 1	30.8±2.2	560± 8	24.2±2.6	562±11
I met my wife (husband) there.	4.1±1.1	105± 2	4.9±1.4	104± 3	7.0±1.2	552±20	3.4±1.1	558±38
It had some important values other than those mentioned above.	27.1±2.4	106± 1	22.6±2.7	105± 1	22.0±2.0	553± 8	19.9±2.4	565±14
It was of no real value at all.	1.2±0.6	102± 2	0.9±0.6	110± 4	0.9±0.5	556±11	1.6±0.8	-±-
It was adequate but did not have exceptionally important value.	0.0±0.0	-±-	0.0±0.0	-±-	3.2±0.8	529±16	3.8±1.2	569±13
Based on group 12: Mean		104		105		540		562
Those who attended Raw N	2,857		1,740		3,265		2,085	
graduate school. Wtd N (Pct.)	167,493	(16%)	95,404	(9%)	183,027	(16%)	109,809	(10%)
Effective N	342		233		427		267	

E112 10th Grade: Q09A 9th Grade: Omitted

For what occupation did high school prepare you?

		10th GRADE			
		Males		Females	
		Percent	Mean 1969 SES	Percent	Mean 1969 SES
0	None	0.0±0.1	-±-	0.3±0.3	92± 4
1	Vague Categories (Job Unknown)	0.1±0.2	-±-	0.0±0.0	-±-
4	Kind of Business (Job Unknown)	0.9±0.8	-±-	0.0±0.0	-±-
11	Math and Allied Fields	0.9±0.8	-±-	0.0±0.1	-±-
12	Physical Sciences (Pure/Applied)	12.0±2.7	99± 2	0.0±0.1	-±-
13	Biological/Clinical Sciences	0.0±0.1	-±-	0.2±0.2	-±-
14	Physicians	0.1±0.2	-±-	0.0±0.0	-±-
15	Medical/Health Professions	1.0±0.8	-±-	3.0±0.8	97± 2
16	Psychology and Related	0.0±0.0	-±-	0.0±0.0	-±-
21	Social Sciences and Related	0.0±0.1	-±-	0.1±0.2	-±-
22	Writing and Language	0.0±0.2	-±-	0.1±0.2	101± 3
23	Religion and Theology	1.1±0.9	94± 4	0.0±0.0	-±-
24	Education	0.5±0.6	98± 2	1.6±0.6	102± 2
25	Library Science	0.0±0.0	-±-	0.0±0.0	-±-
31	Art	1.7±1.1	-±-	0.5±0.4	-±-
32	Music	0.7±0.7	-±-	0.0±0.1	-±-
33	Dance	0.0±0.1	-±-	0.1±0.2	-±-
34	Drama	0.0±0.0	-±-	0.0±0.0	-±-
41	Business (Other Than Sales)	4.8±1.8	94± 5	0.1±0.2	99± 2
42	Business (Management)	6.2±2.0	98± 2	1.2±0.5	-±-
43	Sales and Marketing	2.1±1.2	-±-	0.5±0.4	-±-
44	Specialized Clerical	0.8±0.8	-±-	2.4±0.7	93± 2
45	Data Processing	0.0±0.1	-±-	0.0±0.1	-±-
46	Secretarial/other Office	8.2±2.3	97± 3	86.7±1.6	96± 0
47	Miscellaneous Clerical	0.0±0.2	-±-	0.0±0.1	-±-
50	Industrial Arts	6.2±2.0	94± 3	0.0±0.0	-±-
51	Electrical/Mechanical	25.0±3.6	95± 2	0.0±0.0	-±-
53	Structural Trades	12.2±2.7	91± 3	0.0±0.0	-±-
55	Transportation	0.0±0.1	-±-	0.0±0.0	-±-
56	Printing	4.3±1.7	105± 3	0.0±0.0	-±-
57	Creative/Artistic	0.1±0.3	95± 3	0.3±0.3	-±-
58	Food Preparation	0.0±0.1	-±-	0.2±0.2	-±-
59	Other Skilled Occupations	0.0±0.0	-±-	0.1±0.2	-±-
71	Farming	7.2±2.1	96± 2	0.0±0.0	-±-
73	Other Agriculture	0.5±0.6	-±-	0.0±0.0	-±-
74	Forestry/Hunting, etc.	0.0±0.2	-±-	0.0±0.0	-±-
81	Services (Not Domestic)	0.0±0.1	-±-	0.5±0.3	-±-
84	General Labor	0.1±0.2	-±-	0.0±0.0	-±-
86	Miscellaneous Semi-skilled Work	1.3±0.9	-±-	0.0±0.0	-±-
	Omitted	1.7±1.1	-±-	1.7±0.6	95± 2

		Males	Females
Based on group 20:	Mean	96	96
Those whom high	Raw N	914	3,013
school prepared for	Wtd N (Pct.)	94,215 (9%)	275,612 (26%)
an occupation.	Effective N	145	424

N412
For what occupation did junior college prepare you ?

10th Grade: Q14E

9th Grade: Omitted

		10th GRADE			
		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES
0	None	0.0±0.1	-±-	0.0±0.0	-±-
2	Vague - (Management)	0.0±0.2	-±-	0.0±0.0	-±-
3	Vague - (Research)	0.0±0.1	-±-	0.0±0.0	-±-
4	Kind of Business (Job Unknown)	1.5±1.0	-±-	0.0±0.2	-±-
11	Math and Allied Fields	2.9±1.3	-±-	0.6±0.8	99± 2
12	Physical Sciences (Pure/Applied)	22.3±3.3	100± 2	0.3±0.6	95± 2
13	Biological/Clinical Sciences	0.2±0.4	101± 3	0.1±0.3	-±-
14	Physicians	0.1±0.2	-±-	0.1±0.3	-±-
15	Medical/Health Professionals	4.4±1.6	-±-	28.0±5.0	100± 2
16	Psychology and Related	0.7±0.6	-±-	1.6±1.4	-±-
21	Social Sciences and Related	0.2±0.3	99± 4	0.7±0.9	103± 3
22	Writing and Language	0.8±0.7	-±-	0.3±0.6	101± 4
23	Religion and Theology	1.1±0.8	-±-	0.3±0.6	-±-
24	Education	4.7±1.7	97± 2	12.7±3.7	100± 2
25	Library Science	0.0±0.0	-±-	0.8±1.0	-±-
31	Art	0.5±0.5	100± 2	2.9±1.8	-±-
32	Music	0.2±0.3	98± 3	0.1±0.4	-±-
34	Drama	0.1±0.3	-±-	0.1±0.3	-±-
35	Other Performing Arts	0.0±0.1	-±-	0.0±0.0	-±-
37	Recreation	0.1±0.2	-±-	0.2±0.4	-±-
41	Business (Other Than Sales)	9.8±2.3	93± 2	2.1±1.6	103± 2
42	Business (Management)	14.4±2.8	100± 2	8.6±3.1	97± 4
43	Sales and Marketing	3.7±1.5	98± 3	0.7±0.9	104± 2
44	Specialized Clerical	0.4±0.5	-±-	0.4±0.7	102± 2
45	Data Processing	0.4±0.5	97± 1	0.2±0.5	-±-
46	Secretarial/Other Office	0.4±0.5	-±-	34.7±5.3	94± 2
47	Miscellaneous Clerical	0.0±0.1	-±-	0.1±0.3	-±-
48	Organized Labor	0.0±0.1	-±-	0.0±0.0	-±-
50	Industrial Arts	0.0±0.2	-±-	0.0±0.0	-±-
51	Electrical/Mechanical	10.6±2.4	98± 2	0.0±0.0	-±-
52	Making/Repairing Small Products	0.0±0.1	-±-	0.0±0.0	-±-
53	Structural Trades	2.3±1.2	-±-	0.0±0.0	-±-
55	Transportation	0.1±0.2	-±-	0.0±0.0	-±-
56	Printing	0.1±0.2	-±-	0.0±0.0	-±-
57	Creative/Artistic	1.1±0.8	-±-	2.5±1.7	-±-
58	Food Preparation	0.0±0.2	-±-	1.4±1.3	-±-
59	Other Skilled Occupations	0.8±0.7	-±-	0.5±0.8	99± 2
61	Military	0.0±0.1	-±-	0.0±0.0	-±-
63	Protective Occupations	11.9±2.5	99± 2	0.0±0.0	-±-
71	Farming	0.9±0.7	-±-	0.0±0.0	-±-
72	Horticulture	0.4±0.5	-±-	0.0±0.2	-±-
74	Forestry/Hunting	2.8±1.3	-±-	0.0±0.0	-±-
81	Misc. Services (Not Domestic)	0.0±0.0	-±-	0.2±0.4	-±-
85	Inspector	0.0±0.2	-±-	0.0±0.2	-±-
	Omitted	0.0±0.0	-±-	0.0±0.0	-±-

Based on group 22: Those whom junior college prepared for an occupation.		Males		Females	
	Mean		98		97
	Raw #	1,253		860	
	Wtd # (Pct.)	104,683	(10%)	53,002	(5%)
	Effective #	163		82	

OCCUPATION: EMPLOYMENT STATUS

0103 10th Grade: Q4A 9th Grade: Q6

As of September 1, 1973 (74) were you looking for a job (whether or not you had one)?

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
No.	85.0±0.9	97± 0	90.2±0.8	98± 0	90.8±0.6	433± 3	93.0±0.6	455± 3
Yes, I was looking for a part-time job.	1.1±0.3	95± 2	2.0±0.4	98± 2	0.5±0.2	442±23	1.5±0.3	436±19
Yes, I was looking for a full-time job.	13.3±0.8	99± 1	6.5±0.6	96± 1	7.6±0.6	428± 9	4.3±0.4	452±13
Omitted	0.6±0.2	100± 3	1.3±0.3	91± 3	1.0±0.2	422±22	1.2±0.2	447±24
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

0104 10th Grade: Q3A 9th Grade: Q4

How many weeks did you work in the 52-week period between September 1, 1972 (73) and August 31, 1973 (74) either full-time or part-time, including self-employment? Count paid vacation and paid sick leave as weeks worked. (If exact figure is not known, give best estimate.

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
None	1.6±0.3	103± 3	41.6±1.3	98± 0	2.5±0.3	438±18	42.0±1.1	452± 4
1 week	0.0±0.0	-±-	0.5±0.2	103± 4	0.0±0.0	-±-	0.1±0.1	539±16
2 weeks	0.1±0.1	-±-	0.4±0.2	100± 2	0.0±0.0	498±43	0.3±0.1	504±35
3 - 9 weeks	0.4±0.2	101± 3	2.6±0.4	97± 2	0.5±0.2	495±42	2.4±0.3	483±15
10 - 19 weeks	1.4±0.3	102± 2	3.3±0.5	97± 1	1.3±0.2	462±22	3.0±0.4	455±15
20 - 29 weeks	1.4±0.3	96± 2	3.8±0.5	97± 1	1.7±0.3	436±23	4.0±0.4	452±14
30 - 39 weeks	2.3±0.4	100± 2	3.3±0.5	99± 1	2.0±0.3	453±17	4.0±0.4	476±12
40 - 49 weeks	4.4±0.5	98± 1	5.4±0.6	100± 1	4.2±0.4	455±12	5.9±0.5	450±11
50 weeks	2.3±0.4	97± 2	1.5±0.3	97± 2	1.4±0.3	439±16	0.8±0.2	481±21
51 weeks	0.8±0.2	99± 2	0.2±0.1	95± 2	0.4±0.1	441±21	0.2±0.1	425±38
52 weeks	84.5±0.9	97± 0	35.2±1.2	97± 0	85.4±0.8	430± 3	35.9±1.1	454± 4
Omitted	0.8±0.2	94± 3	2.2±0.4	95± 1	0.6±0.2	363±31	1.3±0.2	451±14
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

0105 10th Grade: Q3B 9th Grade: Q5

How many weeks were you unemployed(without a job and LOOKING FOR WORK) in the 52-week period between September 1, 1972 (73) and August 31, 1973 (74)? If exact figure is not known, give best estimate.)

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
None	90.3±0.7	98± 0	87.8±0.8	98± 0	93.5±0.5	432± 3	92.0±0.6	455± 3
One week	0.2±0.1	97± 3	0.4±0.2	90± 6	0.2±0.1	447±33	0.1±0.1	498±22
Two weeks	1.0±0.3	96± 3	0.5±0.2	93± 2	0.7±0.2	409±24	0.4±0.1	523±31
Three to nine weeks	1.7±0.3	99± 1	1.2±0.3	98± 2	1.5±0.3	461±18	1.4±0.3	466±18
Ten to nineteen weeks	0.7±0.2	98± 2	0.7±0.2	99± 2	1.5±0.3	405±21	1.4±0.3	461±17
Twenty to twenty-nine weeks	0.6±0.2	97± 2	0.5±0.2	96± 4	0.7±0.2	451±35	1.4±0.3	433±20
Thirty to thirty-nine weeks	0.7±0.2	98± 4	0.3±0.1	89± 6	0.3±0.1	522±40	0.3±0.1	397±62
Fourty to fourty-nine weeks	0.3±0.1	104± 3	0.3±0.1	99± 2	0.2±0.1	-±-	0.4±0.1	423±37
Fifty weeks	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-
Fifty-one weeks	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	466±50
Fifty-two weeks	0.0±0.1	104± 2	0.3±0.1	97± 5	0.3±0.1	385±49	0.4±0.1	518±35
Omitted	4.3±0.5	95± 1	7.9±0.7	95± 1	1.0±0.2	382±23	2.0±0.3	441±12
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

0106 10th Grade: Q4B 9th Grade: Q7

Did you have any paid job as of September 1,1973 ? Were you engaged in any of the following activities as of September 1, 1974? Mark as many as apply. (Consider active military duty as a full-time job.)

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
One full-time paid job.	93.5±0.6	98± 0	41.4±1.3	97± 0	92.3±0.6	431± 3	41.1±1.1	453± 4
Two or more full-time paid jobs.	Option not included				0.6±0.2	416±21	0.1±0.1	474±16
One part-time paid job.	1.4±0.3	99± 2	8.2±0.7	99± 1	4.2±0.4	458±12	9.2±0.6	468± 8
Two or more part-time paid jobs	Option not included				0.7±0.2	490±28	0.5±0.2	558±19
I was a housewife (homemaker).	0.0±0.0	96± 4	45.4±1.3	98± 0	0.1±0.1	-±-	50.4±1.1	459± 3
I had an unpaid job other than housewife.	Option not included				0.1±0.1	518±18	1.7±0.3	488±14
I was in school.	1.4±0.3	102± 2	1.9±0.3	102± 2	3.8±0.4	507±11	3.6±0.4	517±13
None of the above: Because my health would not permit it.	0.4±0.2	96± 6	0.4±0.2	101± 2	0.7±0.2	383±29	0.9±0.2	369±29
For other reasons.	2.0±0.4	101± 2	1.7±0.3	99± 2	2.2±0.3	439±19	1.3±0.3	443±26
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

Q107 10th Grade: Q5C 9th Grade: Q11

Average number of hours worked PER WEEK on this job.

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
0 - 4 hours		0.0±0.0	-±-	0.4±0.2	108± 4	0.0±0.0	496±31	0.5±0.2	490±38
5 - 9 hours		0.0±0.1	103± 2	2.1±0.5	99± 2	0.1±0.1	423±40	1.6±0.4	478±22
10 - 14 hours		0.2±0.1	-±-	2.1±0.5	98± 2	0.5±0.2	516±33	1.9±0.4	460±22
15 - 19 hours		0.4±0.2	102± 5	2.5±0.6	100± 2	0.4±0.1	468±41	3.1±0.5	479±19
20 - 24 hours		0.8±0.2	101± 2	6.1±0.9	99± 2	0.7±0.2	518±25	6.0±0.7	478±13
25 - 29 hours		0.9±0.2	99± 2	2.3±0.6	98± 2	0.7±0.2	439±35	2.6±0.5	467±28
30 - 34 hours		1.4±0.3	97± 2	4.4±0.7	101± 2	1.9±0.3	473±22	6.1±0.7	433±16
35 - 39 hours		5.4±0.6	99± 1	13.5±1.2	98± 1	4.6±0.5	463±11	13.4±1.0	467±10
40 - 44 hours		45.2±1.3	96± 0	52.4±1.8	96± 1	45.5±1.1	420± 4	49.0±1.5	445± 5
45 - 49 hours		15.1±0.9	97± 1	5.0±0.8	95± 2	14.0±0.8	424± 8	5.9±0.7	475±20
50 - 54 hours		11.5±0.8	99± 1	3.6±0.7	98± 2	11.0±0.7	452± 8	3.3±0.5	499±17
55 - 59 hours		5.7±0.6	101± 1	0.9±0.3	99± 4	4.8±0.5	443±10	0.8±0.3	498±30
60 - 64 hours		6.4±0.6	98± 1	1.4±0.4	103± 5	5.0±0.5	437±11	0.7±0.3	511±50
65 - 69 hours		1.0±0.3	99± 3	0.2±0.1	-±-	1.3±0.3	470±23	0.3±0.2	-±-
70 - 74 hours		1.9±0.3	101± 2	0.4±0.2	-±-	1.8±0.3	438±19	0.0±0.1	554±25
75 - 79 hours		0.1±0.1	99± 1	0.0±0.0	-±-	0.4±0.1	453±39	0.0±0.0	-±-
80 - 84 hours		1.0±0.2	101± 2	0.3±0.2	-±-	0.9±0.2	418±32	0.0±0.1	514±28
85 - 89 hours		0.2±0.1	-±-	0.1±0.1	-±-	0.0±0.0	500±29	0.0±0.0	-±-
90 - 94 hours		0.1±0.1	-±-	0.0±0.0	-±-	0.2±0.1	-±-	0.0±0.0	-±-
95 - 99 hours		0.1±0.1	-±-	0.2±0.1	-±-	0.2±0.1	-±-	0.2±0.1	-±-
Omitted		2.6±0.4	98± 2	2.1±0.5	98± 2	5.9±0.5	421± 8	4.6±0.6	452±13
Based on group 1: Those having a job.	Mean		98		97		432		457
	Raw N	10,183		5,299		11,008		6,108	
	Wtd N (Pct.)	994,490	(95%)	530,023	(50%)	1,086,722	(95%)	549,045	(50%)
	Effective N	1,534		751		1,388		1,069	

Q109 10th Grade: Omitted 9th Grade: Q24

Do you consider your primary occupation at present to be "housewife"? (Asked of women only.)

		9th GRADE			
		Males		Females	
		Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
No		0.0±0.0	-±-	35.2±1.1	464± 4
Yes		0.0±0.0	-±-	60.3±1.1	451± 3
Omitted		0.0±0.0	-±-	4.5±0.5	437±13
Based on group 0: Everybody	Mean		478		455
	Raw N	0		11,417	
	Wtd N (Pct.)	0	(0%)	1,098,089	(100%)
	Effective N	0		2,036	

OCCUPATION: CURRENT JOB

0202
Current Occupation

10th Grade: Q5AB

9th Grade: Q8-9

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
0	No Answer	1.0±0.2	95± 2	0.7±0.2	95± 2	1.5±0.3	424±10	1.1±0.2	403±19
10	No Job/Housewife	0.0±0.0	97± 4	44.2±1.3	98± 0	0.1±0.1	-±-	42.8±1.1	452± 4
22	No Job/Student	1.4±0.3	102± 2	1.8±0.3	102± 2	1.5±0.3	513±21	2.4±0.3	507±17
29	No Job/Other	1.6±0.3	101± 3	1.5±0.3	100± 2	1.6±0.3	413±24	1.8±0.3	385±20
30	No Job/Available Full-Time	0.9±0.2	99± 3	1.2±0.3	96± 2	1.5±0.3	418±22	0.9±0.2	487±28
31	No Job/Available Part-Time Only/Housewife	0.0±0.0	-±-	0.6±0.2	99± 2	0.0±0.0	-±-	0.3±0.1	455±15
32	No Job/Available Part-Time Only/Student	0.0±0.0	102± 2	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	525±32
39	No Job/Available Part-Time Only/Other	0.1±0.1	-±-	0.1±0.1	102± 2	0.0±0.0	-±-	0.1±0.1	-±-
41	Part-Time Job/Housewife	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.0	474±23
42	Part-Time Job/Student	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	409±42	0.0±0.0	-±-
49	Part-Time Job/Other	0.0±0.0	-±-	0.0±0.0	96± 3	0.0±0.0	-±-	0.0±0.0	-±-
101	Executive (NEC)*	0.0±0.0	113± 4	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
102	Foreman (NEC)	1.2±0.3	91± 3	0.0±0.1	-±-	1.1±0.2	361±19	0.2±0.1	-±-
111	Work for Government (NEC)	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	367±32	0.0±0.0	-±-
112	Self-Employ, Owner, Contractor (NEC)	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
120	Industry, Business, Commerce (NEC)	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	378±17	0.0±0.0	-±-
121	Retail (NEC)	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
122	Transportation (NEC)	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	464±26	0.0±0.0	-±-
123	Real Estate (NEC)	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
124	Insurance (NEC)	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
125	Electronics (NEC)	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
129	Other Specific Industries (NEC)	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
140	Work With People (NEC)	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
141	Work With Children (NEC)	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
150	Research (NEC)	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-
211	Mathematician (Math Stat, etc.)	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
212	Other Statistics (Actuary, etc.)	0.0±0.0	101± 4	0.0±0.0	103± 2	0.1±0.1	-±-	0.0±0.0	-±-
221	Systems Analyst (Computer)	0.5±0.2	100± 3	0.1±0.1	112± 3	0.4±0.1	568±29	0.0±0.0	617±23
222	Computer Programmer	0.5±0.2	101± 2	0.2±0.1	-±-	1.0±0.2	528±25	0.1±0.1	-±-
229	Computer Specialist (NEC)	0.0±0.1	104± 1	0.0±0.0	-±-	0.0±0.0	585±23	0.0±0.0	-±-
230	Scientist, Phys. Scientist (NEC)	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	567±27	0.0±0.0	-±-
231	Chemist	0.5±0.2	98± 4	0.0±0.0	-±-	0.3±0.1	462±30	0.0±0.0	577±31
232	Physicist	0.0±0.0	106± 3	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
233	Astronomer	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
234	Geologist	0.0±0.0	108± 1	0.0±0.0	-±-	0.0±0.0	595±14	0.0±0.0	-±-
235	Meteorologist	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
240	Engineer (NEC)	0.5±0.2	101± 4	0.0±0.0	-±-	0.3±0.1	587±48	0.0±0.0	-±-
241	Civil/Hydraulic Engineer	0.4±0.1	98± 4	0.0±0.0	-±-	0.3±0.1	490±30	0.0±0.0	-±-
242	Electrical/Electronic Engineer	0.5±0.2	104± 3	0.0±0.0	-±-	0.6±0.2	500±31	0.0±0.0	-±-
243	Mechanical/Automotive Engineer	0.4±0.2	104± 2	0.0±0.0	-±-	0.2±0.1	563±23	0.0±0.0	-±-
244	Aeronautical Engineer	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	581±22	0.0±0.0	-±-
245	Chemical Engineer	0.2±0.1	-±-	0.0±0.0	-±-	0.2±0.1	-±-	0.0±0.0	-±-
250	Architect	0.1±0.1	-±-	0.0±0.0	-±-	0.1±0.1	455±52	0.0±0.0	-±-
299	Lab Tech./Research Assist. in Physical Sciences, etc.	0.8±0.2	97± 2	0.1±0.1	-±-	1.0±0.2	462±21	0.0±0.0	-±-
310	Biologist, Zoologist, Botanist, Paleontologist, etc.	0.0±0.0	-±-	0.1±0.1	-±-	0.1±0.1	-±-	0.0±0.0	-±-
313	Specialist-Agricultural Science	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
314	Specialist-Fish, Wildlife, Forestry, Conservation	0.1±0.1	100± 2	0.0±0.0	-±-	0.1±0.0	562±17	0.0±0.0	-±-
315	Pharmacologist	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
316	Microbiologist	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	587±29
317	Biochemist	0.1±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
319	Other Clinical Sciences	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
321	MD/General Practitioner	0.0±0.0	114± 2	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
322	MD/Surgeon	0.2±0.1	-±-	0.0±0.0	-±-	0.0±0.0	624±22	0.0±0.0	-±-
323	MD/Psychiatrist	0.0±0.1	-±-	0.0±0.0	-±-	0.0±0.0	664±18	0.0±0.0	-±-
324	MD/Medical Researcher	0.0±0.0	112± 2	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
329	MD/Other, Unspecified	0.1±0.1	110± 1	0.0±0.0	116± 1	0.4±0.1	613±28	0.0±0.0	-±-
331	Osteopath	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
332	Dentist	0.2±0.1	-±-	0.0±0.0	-±-	0.1±0.1	562±26	0.0±0.0	-±-
333	Veterinarian	0.2±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-

*NEC stands for "not elsewhere classified" and is used to indicate occupations for which subspecialties are also included.

10th Grade: Q5AB 9th Grade: Q8-9

0202	Current Occupation	10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
335	Pharmacist	0.1±0.1	-±-	0.1±0.1	-±-	0.4±0.1	504±21	0.1±0.1	613±17
336	Optometrist	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
337	RN/Graduate Nurse	0.1±0.1	-±-	1.8±0.3	103± 1	0.0±0.0	-±-	2.3±0.3	524±11
339	Optician	0.0±0.0	101± 3	0.0±0.0	-±-	0.0±0.0	484±15	0.0±0.0	-±-
341	Dental Hygienist	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	521±15
342	Chiropodist,Podiatrist	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
343	Physical Therapist, Physiotherapist	0.0±0.0	-±-	0.0±0.0	108± 4	0.0±0.0	-±-	0.0±0.0	579±12
344	Occupational Therapist	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	572±31
345	Chiropractor	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
346	Specialized Therapist	0.0±0.0	-±-	0.1±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-
347	Medical,Dental Technologists	0.0±0.0	100± 2	0.1±0.1	-±-	0.1±0.1	-±-	0.2±0.1	-±-
348	Medical,Dental Technicians; Bio/Clinical Lab Technicians	0.4±0.2	-±-	0.9±0.2	96± 3	0.2±0.1	-±-	0.6±0.2	442±27
349	Research Assistant in Biology	0.0±0.0	-±-	0.0±0.0	110± 4	0.0±0.0	-±-	0.0±0.0	612±28
350	Hospital Administration,etc.	0.2±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-	0.0±0.0	568±24
360	Psychologist	0.1±0.1	102± 3	0.2±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-
369	Research Assistant in Psychology	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
370	Social Work	0.4±0.1	101± 2	0.7±0.2	100± 3	0.4±0.1	411±42	0.5±0.2	542±34
371	Psychiatric Social Work	0.0±0.0	98± 3	0.0±0.0	108± 2	0.0±0.0	550±29	0.1±0.1	-±-
372	Counseling (Non-Psychologist)	0.3±0.1	-±-	0.1±0.1	-±-	0.3±0.1	407±46	0.1±0.1	-±-
373	Vocation/Education Guidance (Non-Psychologist)	0.4±0.2	101± 3	0.1±0.1	101± 2	0.2±0.1	-±-	0.2±0.1	-±-
374	Family,Marriage Counselor	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-
381	Historian	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
382	Economist	0.0±0.0	105± 2	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
389	Social Scientist(Miscellaneous)	0.0±0.0	105± 2	0.0±0.0	103± 5	0.0±0.0	520±33	0.2±0.1	-±-
391	Politics	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
392	Diplomacy,Foreign Service	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
393	Law	1.4±0.3	108± 1	0.2±0.1	-±-	1.1±0.2	599±14	0.1±0.1	-±-
394	Market Analyst	0.0±0.0	106± 2	0.0±0.0	-±-	0.0±0.0	526±24	0.0±0.0	-±-
397	Public Administration (NEC)	0.2±0.1	-±-	0.0±0.0	-±-	0.1±0.0	546±24	0.1±0.1	-±-
398	City Planning (NEC)	0.0±0.1	104± 2	0.0±0.0	-±-	0.2±0.1	-±-	0.0±0.0	-±-
399	Law Clerk	0.1±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.1±0.1	-±-
400	Teaching (NEC)	0.3±0.1	97± 2	0.4±0.2	106± 3	0.1±0.1	-±-	0.0±0.0	500±29
410	Teaching Young Children	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
411	Teaching Pre-School Children	0.0±0.0	-±-	0.5±0.2	100± 3	0.0±0.0	-±-	0.5±0.2	452±29
412	Teaching Elementary Children	0.5±0.2	99± 2	2.6±0.4	103± 2	0.5±0.2	469±27	1.8±0.3	508±14
420	Teaching High School (NEC)	0.3±0.1	-±-	0.3±0.1	109± 4	0.9±0.2	463±30	0.9±0.2	539±19
421	Teaching H.S. Math	0.2±0.1	102± 2	0.1±0.1	-±-	0.2±0.1	514±37	0.1±0.1	552±28
422	Teaching H.S. Science	0.6±0.2	96± 4	0.1±0.1	-±-	0.4±0.1	495±24	0.2±0.1	-±-
423	Teaching H.S. Social Studies	0.5±0.2	99± 3	0.1±0.1	101± 2	0.2±0.1	514±22	0.2±0.1	-±-
424	Teaching H.S. English	0.5±0.2	-±-	0.4±0.2	98± 4	0.2±0.1	544±16	0.5±0.2	579±16
425	Teaching H.S. Foreign Languages	0.1±0.1	-±-	0.1±0.1	-±-	0.0±0.0	567±20	0.2±0.1	-±-
426	Teaching H.S. Commercial Ed	0.1±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-	0.0±0.0	-±-
427	Teaching H.S. Home Economics	0.0±0.0	-±-	0.2±0.1	102± 3	0.0±0.0	-±-	0.1±0.1	-±-
428	Teaching H.S. Trade,Industry Ed	0.3±0.1	101± 2	0.1±0.1	-±-	0.2±0.1	470±35	0.0±0.0	-±-
429	Teaching H.S. Physical Ed	0.1±0.1	-±-	0.4±0.2	101± 3	0.1±0.1	441±27	0.1±0.1	510±12
431	Teaching Art (H.S., Elementary, Non-School)	0.0±0.0	97± 2	0.2±0.1	-±-	0.0±0.0	478±29	0.3±0.1	574±37
432	Teaching Music (H.S., Elementary, Non-School)	0.1±0.1	-±-	0.2±0.1	105± 4	0.1±0.1	-±-	0.2±0.1	525±27
433	Teaching Speech in H.S.	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
440	Teaching the Handicapped	0.2±0.1	-±-	0.2±0.1	100± 3	0.2±0.1	-±-	0.2±0.1	585±32
441	Speech Therapist	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	591±22
450	School Administration(Prin,Supt, Dean,etc.) Except College	0.3±0.1	100± 4	0.0±0.1	102± 3	0.3±0.1	442±45	0.1±0.1	-±-
460	College/University Teacher (NEC)	0.3±0.1	102± 3	0.0±0.0	110± 1	0.3±0.1	573±30	0.2±0.1	613±26
461	Coll/Univ Teacher: Math	0.0±0.0	106± 2	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	627±25
462	Coll/Univ Teacher: Science	0.1±0.1	-±-	0.1±0.1	-±-	0.2±0.1	-±-	0.1±0.1	-±-
463	Coll/Univ Teacher: Soc.Science	0.2±0.1	-±-	0.0±0.0	116± 2	0.2±0.1	-±-	0.0±0.0	662±24
464	Coll/Univ Teacher: English	0.2±0.1	-±-	0.0±0.0	106± 1	0.1±0.1	-±-	0.1±0.1	-±-
465	Coll/Univ Teacher: For.Lang.	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
470	Coll/Univ Administration	0.2±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.1±0.1	-±-
481	Educational Research	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
488	Reading Specialist	0.0±0.0	97± 3	0.2±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-
489	Other Educational Specialist	0.0±0.0	103± 2	0.0±0.0	105± 2	0.1±0.1	-±-	0.0±0.0	518±16
491	Peace Corps Teacher	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
492	Grad Assistant(Teaching,Research)	0.2±0.1	113± 3	0.0±0.0	109± 3	0.4±0.1	571±24	0.1±0.1	-±-
499	Auxiliary Jobs in Education (Teacher's Aide,etc.)	0.1±0.1	-±-	0.4±0.2	98± 2	0.1±0.1	-±-	0.4±0.1	352±36
511	Librarian and Related	0.3±0.1	-±-	0.2±0.1	103± 3	0.2±0.1	-±-	0.2±0.1	582±27
512	Curator and Related	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	551±30	0.0±0.0	-±-
521	Clergyman	0.5±0.2	106± 2	0.0±0.0	-±-	0.6±0.2	515±34	0.0±0.0	-±-
522	Monk,Brother,Nun	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-
523	Regious Worker-Other	0.1±0.1	-±-	0.0±0.0	103± 2	0.0±0.0	578±29	0.0±0.0	595±36
531	Writer (NEC)	0.0±0.0	107± 4	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
532	Fiction Writer (Novelists,etc.)	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
533	Non-Fiction Writer, Except Journalist	0.1±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-	0.0±0.0	623±19

0202
Current Occupation

10th Grade: Q5A8

9th Grade: Q8-9

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
534	Journalist, Reporter,etc.	0.1±0.1	-±-	0.0±0.0	110± 2	0.1±0.1	-±-	0.0±0.0	-±-
535	Radio-TV Newscaster,Commentator	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	570±35	0.0±0.0	-±-
536	Publisher,etc.	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
537	Editor	0.2±0.1	-±-	0.0±0.0	109± 2	0.0±0.0	579±15	0.1±0.1	-±-
539	Translator, Interpreter,Linguist	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
541	Art, Fine Arts (Painter, etc.)	0.1±0.1	-±-	0.1±0.1	-±-	0.0±0.0	519±28	0.0±0.0	562±11
545	Illustrator, Artist Commercial	0.1±0.1	-±-	0.1±0.1	-±-	0.3±0.1	-±-	0.2±0.1	-±-
547	Designer of Consumer Goods	0.7±0.2	106± 3	0.1±0.1	-±-	0.5±0.2	494±19	0.0±0.0	-±-
551	Musician, Instrumental	0.3±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-
552	Singer	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
559	Music Related (Miscellaneous	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
560	Dancer, Choreographer, etc.	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	460±27
571	Acting	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
572	Theatrical Directing	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
575	Theater-Other	0.1±0.1	111± 2	0.0±0.0	-±-	0.0±0.0	582±20	0.0±0.0	-±-
576	Performer (Miscellaneous)	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
578	Radio or TV Announcer	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
579	Miscellaneous Performing Arts	0.0±0.1	100± 4	0.0±0.0	-±-	0.0±0.0	510±37	0.0±0.0	-±-
581	Model	0.0±0.0	-±-	0.0±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-
611	Professional Athlete	0.2±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
612	Other Athletic Related	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	425±22	0.0±0.0	-±-
621	Recreation, Playground Director	0.1±0.1	-±-	0.1±0.1	-±-	0.0±0.0	484±18	0.1±0.1	-±-
622	Camping, Scouting, Park Guide, etc.	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	614±24
623	Forestry, Hunting, Fishing, etc.	0.4±0.2	96± 5	0.0±0.0	-±-	0.4±0.1	371±37	0.0±0.0	-±-
631	Farm or Ranch Owner	1.3±0.3	94± 2	0.0±0.0	-±-	1.4±0.3	396±19	0.0±0.0	-±-
632	Farm or Ranch Manager	0.0±0.0	99± 2	0.0±0.0	-±-	0.0±0.0	513±26	0.0±0.0	-±-
639	Farming-Other (Gardener, etc.)	0.7±0.2	98± 2	0.0±0.0	-±-	0.9±0.2	386±27	0.1±0.1	397±44
640	Military: Rank not indicated	0.0±0.0	99± 1	0.0±0.0	-±-	0.0±0.0	464±32	0.0±0.0	-±-
641	Military: Enlisted Personnel	0.3±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
642	Military: Officer	0.6±0.2	101± 3	0.0±0.0	-±-	0.3±0.1	536±22	0.0±0.0	-±-
650	Cloak-and Dagger (CIA,etc.)	0.2±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
661	Police (Public) (NEC)	1.9±0.3	97± 2	0.0±0.0	104± 3	2.2±0.3	448±14	0.1±0.1	-±-
664	FBI and Secret Service	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
666	Fireman	1.0±0.2	99± 2	0.0±0.0	-±-	0.7±0.2	382±23	0.0±0.0	-±-
669	Other Protective (Private)	0.4±0.2	94± 2	0.0±0.0	-±-	0.3±0.1	428±51	0.1±0.1	-±-
711	Banking and Finance	0.8±0.2	106± 3	0.1±0.1	-±-	0.9±0.2	489±18	0.2±0.1	-±-
712	Investment, Stock Consultant	0.3±0.1	-±-	0.0±0.0	-±-	0.0±0.0	563±23	0.0±0.0	-±-
716	CPA	0.6±0.2	100± 1	0.0±0.0	105± 3	0.2±0.1	563±20	0.0±0.0	-±-
717	Accountant, Auditor (Not CPA)	1.1±0.3	100± 2	0.4±0.2	-±-	1.5±0.3	516±13	0.5±0.1	473±29
721	Purchasing and Procurement	0.6±0.2	106± 2	0.0±0.0	102± 2	0.5±0.2	478±32	0.4±0.1	497±31
722	Buyer for Retail Store	0.0±0.0	108± 3	0.1±0.1	-±-	0.2±0.1	-±-	0.1±0.1	-±-
723	Efficiency Expert, Ind. Engineer, etc.	0.7±0.2	101± 3	0.0±0.0	-±-	1.0±0.2	444±22	0.1±0.1	-±-
724	Advertising	0.4±0.1	-±-	0.0±0.0	105± 2	0.1±0.1	-±-	0.1±0.1	-±-
725	Public Relations	0.3±0.1	-±-	0.1±0.1	-±-	0.2±0.1	-±-	0.3±0.1	-±-
726	Personnel Administration	0.5±0.2	97± 3	0.4±0.2	-±-	0.6±0.2	496±25	0.4±0.1	485±23
727	Appraising,Estimating	0.3±0.1	98± 3	0.2±0.1	-±-	0.3±0.1	473±34	0.1±0.1	-±-
728	Loan or Credit Investigator	0.5±0.2	103± 3	0.1±0.1	-±-	0.8±0.2	498±21	0.2±0.1	-±-
730	Business Management, Admin. (NEC)	2.7±0.4	100± 1	1.0±0.3	100± 3	2.3±0.3	467±17	0.6±0.2	504±28
731	Manufacturing Management	0.3±0.1	-±-	0.1±0.1	-±-	0.6±0.2	539±28	0.0±0.0	-±-
732	Marketing; Wholesale and Retail	1.6±0.3	99± 2	0.3±0.1	-±-	2.2±0.3	452±13	0.2±0.1	452±28
736	Business Agent for Individual	0.1±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
737	Developer	0.0±0.0	104± 3	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
738	Business Supervisor	1.7±0.3	97± 2	0.3±0.1	-±-	1.1±0.2	414±19	0.1±0.1	-±-
739	Contractor	1.5±0.3	98± 2	0.0±0.0	-±-	1.7±0.3	429±17	0.0±0.0	-±-
740	Independent Owners, Franchisers	3.2±0.4	99± 2	0.5±0.2	93± 4	2.1±0.3	409±15	0.4±0.1	421±28
741	Salesclerk,Checker	0.6±0.2	111± 3	1.6±0.3	90± 2	0.2±0.1	445±31	1.7±0.3	408±20
742	Routeman	0.2±0.1	-±-	0.0±0.0	-±-	0.2±0.1	-±-	0.0±0.0	-±-
743	Stockbroker	0.2±0.1	-±-	0.0±0.0	-±-	0.0±0.0	477±19	0.0±0.0	-±-
744	Securities Dealer	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	540±30	0.0±0.0	-±-
745	Real Estate Salesman	0.3±0.1	115± 4	0.0±0.0	103± 2	0.3±0.1	463±42	0.1±0.1	-±-
746	Insurance Salesman	0.9±0.2	100± 3	0.0±0.0	105± 2	0.8±0.2	492±27	0.0±0.0	-±-
747	Auto Salesman	0.2±0.1	-±-	0.0±0.0	-±-	0.2±0.1	-±-	0.0±0.0	-±-
748	Other Salesman (NEC)	3.0±0.4	102± 2	0.2±0.1	-±-	3.9±0.4	430±11	0.3±0.1	-±-
749	Sales Manager	1.2±0.3	100± 2	0.1±0.1	-±-	1.3±0.2	455±15	0.1±0.1	-±-
751	Bookkeeper	0.2±0.1	-±-	2.3±0.4	96± 2	0.1±0.1	-±-	1.6±0.3	462±17
752	Teller or Bank Clerk	0.1±0.1	-±-	0.6±0.2	99± 3	0.0±0.0	548±31	0.7±0.2	440±21
753	Cashier	0.1±0.1	-±-	0.3±0.1	-±-	0.0±0.0	528±34	0.3±0.1	-±-
755	Misc.Computing,Account-Recording	0.5±0.2	96± 2	1.6±0.3	95± 2	0.1±0.1	453±18	1.3±0.3	428±15
756	Keypunch,Flexowriter Operator	0.1±0.1	-±-	1.1±0.3	89± 3	0.0±0.0	-±-	0.7±0.2	434±28

0202
Current Occupation

10th Grade: Q5AB

9th Grade: Q8-9

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1969 SES	Percent	Mean 1969 SES	Percent	Mean 1969 GAA	Percent	Mean 1969 GAA
757	Keypunch,Flexowriter Instructor	0.0±0.0	-±-	0.0±0.0	97± 1	0.0±0.0	-±-	0.0±0.0	-±-
758	Computer,EAM Operator,Super.,etc.	1.4±0.3	96± 2	0.2±0.1	-±-	1.4±0.3	466±20	0.5±0.2	529±41
761	Secretary (NEC)	0.1±0.1	-±-	5.2±0.6	98± 1	0.1±0.1	-±-	4.2±0.4	462± 9
762	Secretary-Bookkeeper	0.0±0.0	-±-	0.4±0.2	98± 3	0.0±0.0	-±-	0.3±0.1	492±32
763	Medical,Dental Secretary	0.0±0.0	-±-	0.7±0.2	99± 2	0.0±0.0	-±-	0.7±0.2	484±27
764	Legal Secretary	0.0±0.0	-±-	0.4±0.2	103± 3	0.0±0.0	-±-	0.3±0.1	529±19
765	Stenographer,Court Reporter,etc.	0.0±0.0	-±-	0.1±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-
766	Typist,Clerk-Typist	0.0±0.0	101± 4	1.2±0.3	94± 2	0.0±0.0	-±-	0.8±0.2	393±21
768	Proofreader	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
769	Clerk (Miscellaneous)	0.1±0.1	-±-	0.9±0.2	90± 3	0.1±0.0	-±-	0.8±0.2	442±21
771	Office Supervisor	0.1±0.1	-±-	0.4±0.2	-±-	0.1±0.1	-±-	0.5±0.2	463±25
772	Office Manager	0.2±0.1	101± 3	0.3±0.1	104± 4	0.2±0.1	-±-	0.4±0.1	482±27
781	Phone,PBX Operator	0.0±0.0	-±-	0.4±0.2	95± 3	0.0±0.0	-±-	0.5±0.1	417±29
789	Other "Public Contact" Jobs	0.2±0.1	-±-	0.6±0.2	99± 3	0.2±0.1	-±-	0.5±0.2	425±32
791	Radio,Telegraph,Teletype Operat.	0.0±0.0	-±-	0.1±0.1	-±-	0.2±0.1	-±-	0.1±0.1	-±-
796	Mail Carrier	0.4±0.2	97± 3	0.0±0.0	-±-	0.3±0.1	431±27	0.0±0.0	-±-
797	Miscellaneous Clerical	2.3±0.4	93± 1	1.3±0.3	92± 2	2.4±0.3	393±17	0.8±0.2	416±19
798	Miscellaneous Administrative	0.0±0.0	102± 2	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
810	Electrician (NEC)	2.4±0.4	95± 2	0.0±0.0	-±-	2.7±0.4	418±15	0.0±0.0	-±-
811	Electronic Technician	1.6±0.3	98± 2	0.0±0.0	-±-	1.7±0.3	459±16	0.2±0.1	-±-
812	Appliance Repair	0.5±0.2	92± 2	0.0±0.0	-±-	0.4±0.1	352±27	0.0±0.0	-±-
813	Phone Installation,Repair	0.5±0.2	99± 2	0.0±0.0	-±-	0.5±0.2	509±31	0.0±0.0	-±-
814	Repair and Service Computers, Punch-Card Equipment	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	500±34	0.0±0.0	-±-
820	Mechanic (NEC)	1.1±0.3	92± 2	0.0±0.0	-±-	1.2±0.2	333±18	0.0±0.0	-±-
821	Auto Mechanic	0.8±0.2	95± 2	0.0±0.0	-±-	0.9±0.2	318±24	0.0±0.0	-±-
822	Airplane Mechanic	0.5±0.2	90± 3	0.0±0.0	-±-	0.6±0.2	367±25	0.0±0.0	-±-
823	Office Machine Repair	0.3±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
824	Industrial Machine Repair	0.5±0.2	98± 3	0.0±0.0	-±-	0.8±0.2	399±21	0.0±0.0	-±-
825	Misc. Small Mechanical Repairs	0.0±0.0	100± 3	0.0±0.0	-±-	0.1±0.1	-±-	0.1±0.1	-±-
828	Machinist	2.0±0.3	93± 2	0.0±0.0	-±-	2.1±0.3	393±17	0.3±0.1	-±-
831	Cabinet Maker	0.3±0.1	99± 3	0.0±0.0	-±-	0.2±0.1	-±-	0.0±0.0	-±-
832	Carpenter	1.2±0.3	94± 2	0.0±0.0	-±-	1.1±0.2	329±18	0.0±0.0	-±-
833	Metal Trades	1.3±0.3	92± 3	0.0±0.0	-±-	1.2±0.2	413±19	0.1±0.1	-±-
834	Bricklayer,Roofer,Painter,etc.	1.5±0.3	90± 2	0.0±0.0	-±-	2.0±0.3	374±18	0.1±0.1	-±-
835	Plumber,Pipefitter	0.8±0.2	94± 2	0.0±0.0	-±-	0.8±0.2	382±19	0.1±0.1	-±-
836	Roadbuilding,Earthmoving Equip.	1.4±0.3	89± 2	0.0±0.0	-±-	1.1±0.2	352±22	0.0±0.0	-±-
837	Misc. Building, Construction	0.7±0.2	92± 3	0.0±0.0	-±-	0.9±0.2	337±29	0.0±0.0	-±-
838	Mining,Quarrying,Well-Drilling	0.6±0.2	98± 3	0.0±0.0	-±-	0.7±0.2	336±22	0.0±0.0	-±-
841	Airplane Pilot	0.4±0.2	106± 2	0.0±0.0	-±-	0.5±0.1	549±25	0.0±0.0	-±-
842	Flight Engineer	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
843	Airplane Navigator	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	588±22	0.0±0.0	-±-
848	Air Traffic Control	0.3±0.1	-±-	0.0±0.0	-±-	0.0±0.0	499±24	0.0±0.0	-±-
851	Merchant Marine Occupations	0.1±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
852	Railroad Engineer,Switchman,etc.	0.8±0.2	94± 3	0.0±0.0	-±-	0.3±0.1	369±33	0.0±0.0	-±-
853	Auto,Bus,Truck Drivers,etc.	3.7±0.5	97± 1	0.2±0.1	-±-	3.3±0.4	391±13	0.2±0.1	-±-
861	Printing Trades	0.7±0.2	96± 2	0.1±0.1	-±-	0.7±0.2	362±30	0.1±0.1	-±-
863	Surveyor	0.4±0.1	96± 3	0.0±0.0	-±-	0.3±0.1	-±-	0.0±0.0	-±-
864	Draftsman	0.6±0.2	95± 3	0.1±0.1	-±-	0.6±0.2	449±19	0.0±0.0	-±-
865	Photography	0.3±0.1	-±-	0.0±0.0	104± 2	0.3±0.1	392±39	0.0±0.0	462±30
866	Interior Decoration	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-	0.3±0.1	-±-
867	Landscape Architect	0.0±0.1	-±-	0.0±0.1	-±-	0.0±0.0	562±25	0.0±0.0	-±-
868	Clothing and Fashion Trades	0.1±0.1	-±-	0.8±0.2	91± 3	0.1±0.1	-±-	1.1±0.2	387±20
871	Dietitian	0.0±0.0	-±-	0.0±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-
872	Home Economist (Other and NEC)	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-
873	Airline Steward,Stewardess	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-
881	Food,Beverage Preparation,etc.	0.2±0.1	-±-	0.9±0.2	89± 3	0.7±0.2	389±35	0.9±0.2	386±26
885	Butcher, Meat Cutter	0.6±0.2	99± 3	0.0±0.0	-±-	0.4±0.1	344±30	0.2±0.1	-±-
891	Misc. Services (Personal,Other)	0.4±0.2	93± 3	1.7±0.3	92± 2	0.8±0.2	326±34	2.6±0.3	399±18
892	Barber	0.3±0.1	-±-	0.0±0.0	-±-	0.3±0.1	-±-	0.0±0.0	-±-
893	Hairdresser,Cosmetologist, Manicurist	0.0±0.0	-±-	0.7±0.2	94± 3	0.2±0.1	-±-	0.9±0.2	408±23
894	Practical Nurse (PN)	0.0±0.0	-±-	1.0±0.2	95± 4	0.1±0.1	-±-	1.1±0.2	429±15
895	Nurses' Aide,Medical Aide,etc.	0.3±0.1	-±-	0.7±0.2	87± 4	0.3±0.1	341±50	1.0±0.2	374±19
896	Domestic Service	0.0±0.0	-±-	0.4±0.2	94± 3	0.0±0.0	-±-	0.8±0.2	417±33
899	General Labor, Un- & Semi-Skilled	7.2±0.6	92± 1	3.0±0.4	92± 2	7.8±0.6	349± 9	3.6±0.4	360±13
950	Miscellaneous	4.6±0.5	96± 1	2.9±0.4	97± 1	3.7±0.4	405±13	2.3±0.3	466±13
990	Other Unusable Answers	0.0±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-

Based on group 0: Everybody.								
	Mean		98		97		432		455
	Raw N	10,842		10,950		11,625		11,417	
	Std N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	1,625		1,550		2,111		2,045	

0204 10th Grade: Generated 9th Grade: Generated
Flanagan Career Group corresponding to current job

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
no job, job not known	9.8±0.7	98± 1	8.6±0.7	99± 1	10.4±0.7	432± 8	9.2±0.6	457± 9
Engineering, Physical Science, Math, & Architecture	3.4±0.5	102± 1	0.3±0.1	105± 3	3.1±0.4	540±13	0.2±0.1	564±26
Medical and Biological Sciences	1.4±0.3	103± 2	2.3±0.4	103± 1	1.9±0.3	539±17	2.9±0.4	523±11
Business Administration	13.8±0.9	101± 1	3.9±0.5	99± 2	15.0±0.8	487± 5	4.1±0.4	494±10
General Teaching and Social Service	6.1±0.6	100± 1	7.4±0.7	102± 1	5.5±0.5	478± 9	6.7±0.6	528± 8
Humanities, Law, Social and Behavioral Sciences	3.5±0.5	104± 1	0.8±0.2	110± 2	2.8±0.4	578±11	1.2±0.2	591±17
Fine Arts, Performing Arts	1.5±0.3	103± 3	0.6±0.2	108± 2	1.0±0.2	476±19	0.7±0.2	505±26
Technical jobs	5.9±0.6	96± 1	1.4±0.3	98± 2	5.7±0.5	457± 9	1.3±0.3	470±21
Proprietors, Sales	13.6±0.9	100± 1	2.7±0.4	91± 2	12.7±0.7	428± 6	3.0±0.4	436±14
Mechanics, Industrial Trades	9.3±0.7	94± 1	0.9±0.2	91± 3	10.3±0.7	392± 8	1.5±0.3	366±17
Construction Trades	9.1±0.7	92± 1	0.1±0.1	-±-	9.2±0.6	365± 8	0.4±0.1	-±-
Secretarial-Clerical, Office workers	3.6±0.5	94± 1	17.4±1.0	96± 1	3.2±0.4	398±14	13.8±0.8	448± 5
General labor, Community and Public Service	19.0±1.0	95± 1	9.1±0.7	93± 1	19.2±0.9	375± 6	12.1±0.7	391± 7
Homemaker	0.0±0.0	97± 4	44.2±1.3	98± 0	0.1±0.1	-±-	42.8±1.1	452± 4
Omitted	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Based on group 0: Mean		98		97		432		455
Everybody. Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

0207 10th Grade: Omitted 9th Grade: Q12
Which of the following were you? (Mark only one.)

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
An employee of a PRIVATE company, business, or individual for wages, salary, or commissions.	66.5±1.1	424± 3	65.9±1.5	448± 4
A GOVERNMENT employee (Federal, state, county, or local government.)	18.7±0.9	456± 6	22.0±1.3	485± 7
Self-employed in OWN business, professional practice, or farm.	8.9±0.6	433± 9	4.2±0.6	464±16
Working WITHOUT PAY in a family business or farm.	0.1±0.1	-±-	0.1±0.1	497±25
Working FOR PAY in a family business or farm.	1.0±0.2	433±27	0.5±0.2	528±33
Other.	0.8±0.2	484±21	2.8±0.5	449±19
Omitted	4.0±0.6	434± 8	4.5±0.6	433±13
Based on group 1: Mean		432		457
Those having a job. Raw N	11,008		6,108	
Wtd N (Pct.)	1,086,722	(95%)	549,045	(50%)
Effective N	1,988		1,069	

O213 Total annual personal earnings. | 10th Grade: Omitted | 9th Grade: Q15A

	9th GRADE			
	Males		Females	
	Percent	Mean 1980 GAA	Percent	Mean 1980 GAA
$ 0 - $ 10,000.	25.2±0.9	417± 6	36.4±1.1	459± 4
$ 10,000 - $ 20,000	53.4±1.1	446± 3	10.4±0.7	498± 8
$ 20,000 - $ 30,000	6.2±0.5	454±10	0.4±0.1	543±37
$ 30,000 - $ 40,000	0.9±0.2	429±30	0.0±0.0	479±17
$ 40,000 - $ 50,000	0.6±0.2	460±30	0.0±0.0	478±39
$ 50,000 - $ 60,000	0.2±0.1	-±-	0.0±0.0	522±22
$ 60,000 - $ 70,000	0.2±0.1	-±-	0.0±0.0	459±23
$ 70,000 - $ 80,000	0.0±0.0	407±30	0.0±0.0	-±-
$ 80,000 - $ 90,000	0.0±0.0	336±36	0.0±0.0	-±-
Over $ 90,000	0.3±0.1	-±-	0.0±0.0	-±-
Omitted	13.0±0.7	396± 8	52.6±1.1	443± 4
Based on group 0: Everybody. Mean		432		455
Raw N	11,625		11,417	
Wtd N (Pct.)	1,143,918	(100%)	1,098,089	(100%)
Effective N	2,111		2,045	

0222 10th Grade: Generated 9th Grade: Generated

Annual rate of pay on respondents' main job, derived from reported hourly, weekly, or monthly earnings (Question 5, 10th grade and Question 13, 9th grade).

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
$ 0 - $ 625		0.0±0.0	105± 5	0.2±0.1	103± 5	0.0±0.0	524±37	0.3±0.1	506±38
$ 625 - $ 1250		0.1±0.1	97± 3	0.7±0.2	102± 2	0.1±0.0	465±23	0.2±0.1	504±11
$ 1250 - $ 2500		0.4±0.2	97± 5	2.6±0.4	98± 1	0.4±0.1	481±29	2.8±0.4	459±15
$ 2500 - $ 5000		2.2±0.4	97± 2	9.7±0.8	94± 1	1.9±0.3	446±21	8.0±0.6	429±10
$ 5000 - $ 10000		23.4±1.1	95± 0	24.0±1.1	96± 1	20.5±0.9	402± 6	22.4±0.9	449± 5
$ 10000 - $ 20000		50.7±1.2	98± 0	7.7±0.7	101± 1	50.8±1.1	442± 4	9.0±0.6	513± 7
$ 20000 - $ 40000		6.5±0.6	102± 1	0.3±0.1	100± 3	6.1±0.5	456±10	0.2±0.1	483±44
$ 40000 - $ 80000		0.5±0.2	97± 3	0.0±0.0	-±-	0.5±0.2	477±19	0.1±0.1	-±-
$ 80000 - $160000		0.0±0.0	104± 4	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
Over $160000		0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Omitted		16.1±0.9	98± 1	54.8±1.3	98± 0	19.5±0.9	426± 6	56.8±1.1	450± 3
Based on group 3: Everybody.	Mean		98		97		432		455
	Raw N	10,842		10,950		11,625		11,417	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	1,625		1,550		2,103		2,036	

OCCUPATION: JOB SATISFACTION

030[illegible] 10th Grade: Q58 9th Grade: [illegible]ted

Do you enjoy the kind of work you have done on this job? (Consider only the work itself--not the pay, working conditions, or other factors that might make the job attractive or unattractive.)

		10th GRADE			
		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES
No, I hate the work		0.5±0.2	93± 3	0.9±0.3	108± 5
No, I dislike it very much most of the time		1.9±0.3	95± 2	1.6±0.5	98± 2
No, I rather dislike it		4.3±0.5	97± 1	5.3±0.8	96± 2
I have no feelings about it		3.3±0.5	95± 2	2.8±0.6	92± 2
Yes, I rather like it		19.7±1.0	97± 1	17.4±1.4	96± 1
Yes, I like it very much most of the time		26.9±1.1	98± 0	25.1±1.6	98± 1
Yes, I enjoy it very much		41.8±1.3	98± 0	45.7±1.8	97± 1
Omitted		1.6±0.3	96± 2	1.1±0.4	98± 3
Based on group 1: Those having a job.	Mean		98		97
	Raw N	10,183		5,299	
	Wtd N (Pct.)	994,490	(95%)	530,023	(50%)
	Effective N	1,534		751	

0311

JOB SATISFACTION IMPORTANCE RATINGS

(percent marking "extremely important")

10th Grade: Q8A

9th Grade: Q16A

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SBS	Percent	Mean 1960 SBS	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Good income to start.	17.5±0.9	96± 1	19.4±1.0	96± 1	33.5±1.0	394± 4	31.3±1.0	424± 4
Good income expected within a few years.	26.1±1.1	98± 0	24.1±1.1	97± 1	52.5±1.1	416± 4	45.0±1.1	445± 4
Job security and permanence.	31.3±1.2	96± 0	30.4±1.2	96± 0	54.5±1.1	410± 3	48.3±1.1	445± 3
Opportunity for promotion and advancement.	31.4±1.2	98± 0	26.3±1.1	98± 0	51.6±1.1	425± 4	41.7±1.1	451± 4
Work that strikes me as important or worthwhile.	30.9±1.1	99± 0	36.5±1.2	99± 0	55.0±1.1	438± 4	55.6±1.1	466± 3
Work that is challenging and permits me to use my abilities fully.	39.0±1.2	99± 0	39.7±1.2	99± 0	63.5±1.0	437± 3	59.4±1.1	465± 3
Work that I feel I do well.	37.9±1.2	98± 0	40.5±1.2	99± 0	63.3±1.0	432± 3	64.9±1.1	461± 3
Work in the area in which I specialized or prepared.	18.2±1.0	97± 1	22.1±1.1	98± 1	40.1±1.1	421± 4	39.7±1.1	451± 4
Interesting work.	35.5±1.2	99± 0	37.0±1.2	99± 0	58.0±1.1	436± 4	58.2±1.1	461± 3
Short hours.	5.1±0.5	96± 1	6.7±0.6	98± 1	9.0±0.6	387± 9	9.9±0.7	435± 7
Long vacations.	6.4±0.6	97± 1	6.1±0.6	97± 1	15.9±0.8	408± 7	12.7±0.7	447± 7
Flexible hours.	9.0±0.7	100± 1	10.8±0.8	99± 1	25.3±0.9	422± 6	27.4±1.0	448± 5
Work that I find easy.	2.5±0.4	96± 1	2.9±0.4	95± 1	9.6±0.6	383± 8	8.9±0.6	405± 8
Friendly likable co-workers.	19.9±1.0	96± 1	27.3±1.1	97± 1	43.3±1.1	410± 4	46.9±1.1	440± 3
A supervisor who is competent at his or her job.	16.4±0.9	96± 1	23.7±1.1	96± 1	37.5±1.1	408± 4	45.1±1.1	436± 4
A supervisor who is pleasant and interested in my welfare.	6.1±0.6	97± 1	4.8±0.5	96± 1	18.6±0.8	402± 6	12.2±0.7	411± 7
Working in pleasant surroundings.	29.7±1.1	97± 0	38.8±1.2	98± 0	54.2±1.1	418± 4	56.4±1.1	450± 3
A job that gives me status and makes people look up to me.	22.1±1.0	96± 1	31.6±1.2	97± 0	42.2±1.1	412± 4	45.8±1.1	439± 4
A job that provides real power.	3.5±0.5	96± 2	2.5±0.4	93± 2	8.0±0.6	400±10	4.9±0.5	381±11
Convenient travel to and from work.	10.7±0.8	95± 1	17.7±1.0	96± 1	30.2±1.0	400± 5	35.6±1.1	435± 4
Freedom to make my own decisions.	*Option not included*				53.6±1.1	438± 4	42.2±1.1	461± 4
A job free from pressure and deadlines.	*Option not included*				15.6±0.8	386± 6	15.8±0.8	407± 6
A job free from racial or sexual bias.	*Option not included*				41.1±1.1	423± 4	50.5±1.1	460± 4
A job where I know exactly what I am supposed to do.	*Option not included*				36.0±1.0	401± 4	38.7±1.1	432± 4
Intense, exciting work.	*Option not included*				28.9±1.0	429± 5	22.8±0.9	449± 5
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,111		2,045	

0321
JOB SATISFACTION RATINGS FOR CURRENT JOB
(percent marking poor or terrible)

10th Grade: Q8B

9th Grade: Q168

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Good income to start.	13.5±0.8	99± 1	8.8±0.7	98± 1	13.6±0.7	446± 7	9.8±0.7	468± 8
Good income expected within a few years.	7.8±0.7	100± 1	6.4±0.6	98± 1	9.0±0.6	440± 5	9.3±0.6	473± 9
Job security and permanence.	8.0±0.7	100± 1	5.0±0.6	97± 1	9.5±0.6	418± 9	5.7±0.5	457±11
Opportunity for promotion and advancement.	14.7±0.9	97± 1	13.1±0.9	97± 1	17.4±0.8	427± 6	15.6±0.8	475± 6
Work that strikes me as important or worthwhile.	5.7±0.6	98± 1	3.8±0.5	97± 2	6.6±0.5	442±10	4.3±0.4	474±12
Work that is challenging and permits me to use my abilities fully.	7.0±0.6	98± 1	5.1±0.6	96± 1	9.4±0.6	436± 9	6.4±0.5	465±10
Work that I feel I do well.	0.9±0.2	99± 2	0.6±0.2	101± 3	1.5±0.3	437±22	0.9±0.2	490±25
Work in the area in which I specialized or prepared.	12.4±0.8	99± 1	6.8±0.6	96± 1	10.4±0.7	455± 7	6.7±0.6	475± 9
Interesting work.	5.3±0.6	98± 1	3.8±0.5	95± 2	7.3±0.6	427±10	4.4±0.5	460±12
Short hours.	31.0±1.1	99± 0	11.3±0.6	98± 1	31.5±1.0	457± 4	12.2±0.7	483± 7
Long vacations.	23.2±1.0	99± 0	11.0±0.8	97± 1	21.8±0.9	449± 5	9.8±0.7	472± 8
Flexible hours.	22.6±1.0	98± 0	12.4±0.8	97± 1	20.8±0.9	445± 5	10.3±0.7	484± 7
Work that I find easy.	14.6±0.9	99± 1	7.2±0.7	100± 1	15.9±0.8	455± 7	7.7±0.6	480± 8
Friendly likable co-workers.	3.3±0.4	99± 1	2.3±0.4	99± 2	3.4±0.4	446±15	2.5±0.3	447±14
A supervisor who is competent at his or her job.	9.9±0.7	97± 1	4.8±0.5	99± 1	10.0±0.7	445± 8	5.4±0.5	464±11
A supervisor who is pleasant and interested in my welfare.	17.9±1.0	97± 1	10.2±0.8	98± 1	12.1±0.7	439± 7	7.6±0.6	475± 9
Working in pleasant surroundings.	10.1±0.7	99± 1	5.0±0.6	98± 1	13.0±0.7	450± 7	7.6±0.6	477± 9
A job that gives me status and makes people look up to me.	10.3±0.8	98± 1	5.3±0.6	98± 1	12.4±0.7	434± 7	6.9±0.6	476± 9
A job that provides real power.	28.7±1.1	98± 0	17.4±1.0	98± 1	26.8±1.0	451± 5	17.6±0.8	488± 6
Convenient travel to and from work.	10.3±0.8	100± 1	3.9±0.5	99± 1	9.9±0.7	449± 8	3.8±0.4	486±12
Freedom to make my own decisions.	*Option not included*				10.7±0.7	426± 8	6.8±0.6	445±10
A job free from pressure and deadlines.	*Option not included*				29.5±1.0	461± 5	14.0±0.8	487± 6
A job free from racial or sexual bias.	*Option not included*				8.3±0.6	437± 9	5.2±0.5	475±10
A job where I know exactly what I am supposed to do.	*Option not included*				7.5±0.6	470±10	3.3±0.4	505±14
Intense, exciting work.	*Option not included*				16.0±0.8	447± 7	10.3±0.7	478± 7
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,111		2,045	

0302 10th Grade: Q5F 9th Grade: Q14A

Considering all aspects of this job (the work, pay, co-workers, future, etc.) how do you feel about your job?

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Very dissatisfied with it.		2.3±0.4	99± 2	2.6±0.6	97± 3	2.8±0.4	437±18	3.8±0.6	449±19
Rather dissatisfied with it.		7.7±0.7	99± 1	8.3±1.0	98± 1	8.3±0.6	425±11	7.3±0.8	447±13
Neither Satisfied nor dissatisfied.		8.3±0.7	96± 1	6.5±0.9	95± 1	7.5±0.6	422±10	7.4±0.8	448±14
Fairly satisfied with it.		36.0±1.2	97± 0	36.2±1.8	98± 1	34.4±1.1	432± 5	34.2±1.5	459± 6
Very satisfied with it.		44.0±1.3	98± 0	45.1±1.8	96± 1	43.7±1.1	435± 4	43.8±1.5	459± 5
Omitted		1.7±0.3	99± 2	1.3±0.4	94± 2	3.2±0.4	423± 8	3.6±0.6	444±14
Based on group 1:	Mean		98		97		432		457
Those having a job.	Raw N	10,183		5,299		11,008		6,108	
	Wtd N (Pct.)	994,490	(95%)	530,023	(50%)	1,086,722	(95%)	549,045	(50%)
	Effective N	1,534		751		1,988		1,069	

OCCUPATION: CAREER PLANS

0401 10th Grade: Q5GG 9th Grade: Omitted

Do you plan to remain on this job for the next several years?

		10th GRADE			
		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES
No, I have already left that job since September 30, 1973.		7.4±0.7	99± 1	14.4±1.3	95± 1
No, for some other reason.		1.1±0.3	96± 2	3.2±0.6	96± 2
No, I plan to stop work altogether, for some other reason.		0.1±0.1	103± 2	4.1±0.7	99± 2
No, I plan to stop work altogether to go back to school.		0.6±0.2	97± 3	1.0±0.4	96± 3
No, I would like to get a job in a different field.		5.1±0.6	97± 1	4.7±0.8	98± 2
I can't decide.		3.4±0.5	98± 2	4.0±0.7	94± 2
Probably		11.8±0.8	96± 1	13.0±1.2	97± 1
No, I would like to get a job in the same field, but at a more advanced level.		8.1±0.7	101± 1	5.6±0.8	97± 1
No, I would like to change jobs, but continue to do the same kind of work.		4.8±0.5	99± 1	4.1±0.7	101± 2
Yes, but only because I think it would be hard for me to find another job.		3.0±0.4	94± 2	2.0±0.5	91± 4
Yes, I would like to.		52.9±1.3	97± 0	42.0±1.8	97± 1
Omitted		1.7±0.3	99± 2	2.0±0.5	97± 2
Based on group 1:	Mean		98		97
Those having a job.	Raw N	10,183		5,299	
	Wtd N (Pct.)	994,490	(95%)	530,023	(50%)
	Effective N	1,534		751	

0403 10th Grade: Omitted 9th Grade: Q18A

What are the most important career goals you have for the next 10 years? (Please mark as many as apply.)

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Work more hours than I'm working now.	4.6±0.5	417±13	7.7±0.6	487± 9
Work fewer hours than I'm working now.	14.9±0.8	432± 6	6.5±0.5	479± 8
Get a job with a different employer in the same field.	8.6±0.6	448± 9	5.8±0.5	488±11
Build up my own business.	25.3±0.9	432± 5	8.2±0.6	470± 9
Get a job in a different field.	10.6±0.7	413± 8	10.0±0.7	453± 8
Improve my job security.	26.7±1.0	415± 5	12.9±0.7	455± 7
Take on more responsibility.	34.3±1.0	453± 4	18.2±0.9	477± 6
Get further education or training.	39.4±1.1	438± 4	36.5±1.1	471± 4
Increase my income.	64.4±1.0	436± 3	34.7±1.1	467± 4
Make a contribution to the welfare of others.	28.9±1.0	452± 5	25.6±1.0	480± 5
Improve my job performance.	36.2±1.0	452± 4	22.2±0.9	479± 5
Build a good professional reputation.	42.3±1.1	455± 4	23.8±0.9	483± 5
Advance or be promoted.	42.3±1.1	444± 4	19.4±0.9	471± 5
Make my job more enjoyable.	25.6±1.0	441± 5	16.3±0.8	483± 6
Other.	5.9±0.5	427±12	12.4±0.7	451± 7

Based on group 0: Everybody.		Males		Females	
	Mean		432		455
	Raw N	11,625		11,417	
	Wtd N (Pct.)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	2,103		2,036	

0404 10th Grade: Omitted 9th Grade: Q27

What are your long-range employment plans? (Asked of women only.)

	9th GRADE	
	Females	
	Percent	Mean 1960 GAA
Continue working indefinitely.	39.5±1.1	461± 4
Stop work when I get married.	1.4±0.3	405±17
Stop work when I have children.	3.3±0.4	498± 9
Stop work when I can afford it.	3.8±0.4	454±10
Stop work when other circumstances make this convenient.	4.0±0.4	452± 9
Start or return to work as soon as I can find a suitable job.	3.8±0.4	429±13
Start or return to work as soon as possible after children are born.	0.8±0.2	493±19
Start or return to work when the children are a few years old.	3.5±0.4	466±11
Start or return to work when youngest child is in school.	17.2±0.8	479± 5
Start or return to work when youngest child is in high school.	2.4±0.3	465±14
Start or return to work when children are grown.	3.1±0.4	472±13
Start or return to work after further study.	7.7±0.6	492± 9
Start or return to work only if the extra income is needed.	8.9±0.6	447± 7
I don't intend to return to work after stopping.	6.2±0.5	439± 8
I haven't had a job and don't intend to.	4.2±0.4	409±11

Based on group 0: Everybody					
	Mean				455
	Raw N	0		11,417	
	Wtd N (Pct.)	0	(0%)	1,098,089	(100%)
	Effective N	0		2,036	

0405 — 10th Grade: Q58 — 9th Grade: Q148

How well does your present job fit in with your long-range plans or goals?

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
I don't have any long-range plans or goals.		8.3±0.7	95± 1	13.0±1.2	93± 1	3.2±0.4	432±17	5.8±0.7	422±14
Not at all.		4.5±0.5	97± 1	8.3±1.0	94± 1	5.9±0.5	425±13	9.0±0.9	450±13
Hardly at all.		4.3±0.5	98± 1	5.7±0.8	98± 2	6.8±0.6	417±11	7.3±0.8	430±13
Fairly well.		15.4±0.9	96± 1	15.0±1.3	97± 1	16.1±0.8	428± 6	18.8±1.2	454± 9
Very well		22.5±1.1	98± 1	22.8±1.5	98± 1	29.9±1.0	435± 5	28.3±1.4	477± 7
Extremely well.		38.2±1.2	98± 0	26.7±1.6	99± 1	34.5±1.1	436± 5	24.2±1.3	460± 6
Omitted		6.7±0.6	97± 1	8.5±1.0	96± 1	3.6±0.4	421±10	5.8±0.7	432±13
Based on group 1:	Mean		98		97		432		457
Those having a job.	Raw N	10,183		5,299		11,008		6,198	
	Wtd N (Pct.)	994,490	(95%)	530,023	(50%)	1,086,722	(95%)	549,045	(50%)
	Effective N	1,534		751		1,988		1,069	

0406 — 10th Grade: Omitted — 9th Grade: Q23

How definite is your plan for your life work ?

		9th GRADE			
		Males		Females	
		Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Very definite		50.0±1.1	437± 4	31.8±1.0	462± 4
Fairly definite		27.4±1.0	436± 5	27.7±1.0	459± 5
Somewhat indefinite		8.2±0.6	412±10	12.4±0.7	457± 8
Completely indefinite; I have no real plans.		6.1±0.5	427±13	8.6±0.6	431± 9
Omitted		8.4±0.6	415±10	19.5±0.9	447± 6
Based on group 0:	Mean		432		455
Everybody.	Raw N	11,625		11,417	
	Wtd N (Pct.)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	2,103		2,036	

Q414 10th Grade: Generated 9th Grade: Generated
Flanagan Career Group corresponding to career plan.

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
no job, job not known	17.5±0.9	96± 1	17.2±1.0	96± 1	15.1±0.8	409± 8	19.2±0.9	432± 6
Engineering, Physical Science, Math, & Architecture	4.8±0.5	101± 1	0.3±0.1	105± 3	4.3±0.4	526±11	0.2±0.1	552±28
Medical and Biological Sciences	2.3±0.4	100± 2	5.7±0.6	100± 1	2.6±0.3	506±15	7.2±0.6	490± 9
Business Administration	16.5±0.9	100± 1	5.0±0.6	99± 1	18.9±0.9	462± 5	6.8±0.6	477± 9
General Teaching and Social Service	6.0±0.6	100± 1	12.9±0.9	103± 1	5.9±0.5	463±10	12.9±0.7	510± 6
Humanities, Law, Social and Behavioral Sciences	4.5±0.5	106± 1	2.6±0.4	103± 2	4.5±0.5	551±10	2.8±0.4	584±13
Fine Arts, Performing Arts	2.3±0.4	100± 2	1.1±0.3	107± 2	1.5±0.3	481±21	1.9±0.3	480±21
Technical jobs	4.3±0.5	96± 1	2.0±0.4	98± 2	4.5±0.5	446±10	2.1±0.3	440±16
Proprietors, Sales	15.3±0.9	99± 1	2.2±0.4	96± 2	15.3±0.8	417± 6	2.7±0.4	459±13
Mechanics, Industrial Trades	7.1±0.6	94± 1	0.7±0.2	92± 3	8.5±0.6	390± 8	0.7±0.2	369±26
Construction Trades	5.2±0.6	92± 1	0.1±0.1	-±-	6.4±0.5	355± 9	0.3±0.1	-±-
Secretarial-Clerical, Office Workers	1.4±0.3	93± 2	11.1±0.8	95± 1	1.3±0.2	398±21	11.6±0.7	445± 6
General labor, Community and Public Service	13.0±0.8	95± 1	6.2±0.6	93± 1	11.1±0.7	380± 7	8.0±0.6	390± 9
Homemaker	0.0±0.0	91± 5	32.8±1.2	96± 0	0.0±0.0	459±41	23.8±0.9	437± 5
Omitted	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

Q421 10th Grade: Q7B 9th Grade: Q20
What steps have you taken in this direction? (toward planned career). Mark as many as apply.

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
I now have or have had a regular job in this field.	58.3±1.2	98± 0	44.9±1.5	98± 0	65.2±1.0	436± 3	43.9±1.2	476± 4
I now have or have had a job as a trainee in this field.	5.7±0.6	98± 1	3.8±0.6	97± 2	5.7±0.5	461± 7	3.7±0.5	453±13
My present job may lead to work in this field.	8.3±0.7	98± 1	4.9±0.7	98± 1	13.6±0.7	447± 6	8.0±0.7	474± 9
I am doing or have done volunteer work in this field.	1.8±0.3	98± 1	3.0±0.5	104± 1	2.0±0.3	443±13	4.1±0.5	477±13
I have had special training or education in this field, as follows:	43.6±1.2	99± 0	44.7±1.5	100± 0	48.6±1.1	450± 4	43.6±1.2	483± 4
in high school.	2.7±0.4	97± 1	6.8±0.8	96± 1	3.3±0.4	462±12	5.6±0.6	499± 9
in college as an undergraduate.	14.2±0.9	101± 1	17.6±1.2	103± 1	17.8±0.8	490± 5	18.5±1.0	519± 6
in graduate school or professional school after college	8.7±0.7	105± 1	8.9±0.9	105± 1	9.3±0.6	544± 5	7.4±0.7	568± 7
In some other kind of school, since high school	10.3±0.8	97± 1	10.3±0.9	98± 1	8.9±0.6	438± 8	10.2±0.8	452± 8
An apprenticeship program	4.3±0.5	95± 1	0.5±0.2	102± 2	3.4±0.4	405±12	0.8±0.2	467±24
On-the-job training (informal or formal)	18.9±1.0	98± 1	13.2±1.0	97± 1	25.9±1.0	437± 5	15.7±0.9	470± 6
An informal program: reading or other independent study	4.4±0.5	101± 1	2.9±0.5	103± 1	5.6±0.5	486± 8	3.8±0.5	514±10
Some other way	3.4±0.5	98± 1	1.6±0.4	102± 2	3.4±0.4	416±12	2.9±0.4	458±16
None of the above	5.2±0.5	96± 1	7.6±0.8	97± 1	4.1±0.4	402±12	9.7±0.7	424±10
Based on group 2: Those whose career plan is other than housewife. Mean		98		98		432		461
Raw N	10,834		7,439		11,618		8,670	
Wtd N (Pct.)	1,046,831	(100%)	710,231	(67%)	1,143,918	(100%)	834,548	(76%)
Effective N	1,624		1,074		2,103		1,577	

Q431 10th Grade: Q7E 9th Grade: Omitted
What factors influenced you in the choice of career indicated above ? (Please mark as many as apply.)

	10th GRADE			
	Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES
I don't feel I had much choice; it seemed to be the only thing available.	4.6±0.5	96± 1	4.1±0.6	98± 2
I happened to get a job in that field and later decided to stay in the field because:	27.7±1.1	96± 0	17.8±1.2	97± 1
I liked it.	24.0±1.1	96± 1	15.8±1.1	97± 1
It seemed too late to start over in a different field.	0.7±0.2	95± 2	0.4±0.2	98± 4
There was really no good opportunity to switch to something I would like better.	3.2±0.4	95± 1	1.7±0.4	95± 2
It seemed to me that the work itself would be satisfying, because it would be:	48.0±1.2	99± 0	53.5±1.5	99± 0
Interesting.	30.0±1.1	99± 0	35.7±1.5	100± 0
Useful or important.	19.4±1.0	99± 1	25.1±1.3	101± 1
Work for which I have aptitude or ability or training.	27.2±1.1	100± 0	25.5±1.3	101± 1
Easy.	2.8±0.4	98± 1	2.8±0.5	98± 2
Enjoyable.	23.9±1.1	99± 0	29.3±1.4	99± 1
It was the occupational field my father and/or mother was (were) in.	7.6±0.7	101± 1	2.8±0.5	105± 2
It would probably pay well.	19.9±1.0	98± 1	9.5±0.9	98± 1
It would probably offer job security.	14.6±0.9	97± 1	11.1±1.0	98± 1
I was advised or urged to go into it by:	20.6±1.0	98± 1	20.5±1.2	99± 1
One or both parents.	5.3±0.6	100± 1	6.0±0.7	101± 1
Other member(s) of my family.	3.8±0.5	98± 1	3.7±0.6	100± 1
One of my teachers.	2.3±0.4	103± 2	3.8±0.6	102± 1
A school counselor.	0.7±0.2	102± 1	1.7±0.4	99± 1
Another member of the school staff.	0.4±0.2	96± 4	0.6±0.2	101± 3
An acquaintance in that occupational field.	6.4±0.6	99± 1	4.8±0.7	100± 1
Some other adult.	2.6±0.4	98± 2	2.5±0.5	96± 2
A friend (or friends) about my own age.	4.4±0.5	96± 1	4.3±0.6	97± 1
B. My interest in the field was INCREASED by advice AGAINST going into it that I received from:	2.7±0.4	97± 1	3.1±0.5	97± 2
One or both parents.	0.7±0.2	104± 2	0.9±0.3	101± 3
Other members(s) of my family.	0.4±0.2	97± 4	0.5±0.2	101± 3
One of my teachers.	0.2±0.1	-±-	0.2±0.1	102± 2
A school counselor.	0.1±0.1	103± 1	0.3±0.2	-±-
Another member of the school staff.	0.1±0.1	-±-	0.1±0.1	92± 4
An acquaintance in that occupational field.	0.5±0.2	97± 2	0.5±0.2	95± 2
Some other adult.	0.6±0.2	93± 2	0.9±0.3	96± 4
A friend (or friends) about my own age.	0.5±0.2	93± 2	0.4±0.2	91± 4

Based on group 2: Those whose career plan is other than housewife.		Males		Females	
	Mean		98		98
	Raw N	10,834		7,439	
	Wtd N (Pct.)	1,046,831	(100%)	710,231	(67%)
	Effective N	1,624		1,074	

0432 10th Grade: Q7C1 9th Grade: Omitted

Do you remember at what age the thought first entered your mind that you might choose that particular occupation (i.e., the choice you indicated above)? If you don't remember exactly, please make the best guess you can.)
Age when thought first entered my mind

		10th GRADE			
		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES
Under age 10		4.9±0.5	102± 1	6.6±0.8	102± 1
11 - 13		5.4±0.6	101± 1	6.0±0.7	97± 1
14 - 16		9.4±0.7	99± 1	14.7±1.1	99± 1
17 - 19		17.6±0.9	97± 1	17.8±1.2	99± 1
20 - 22		16.4±0.9	98± 1	10.6±0.9	98± 1
23 - 25		14.8±0.9	97± 1	7.6±0.8	99± 1
26 or older		11.8±0.8	96± 1	9.9±0.9	96± 1
Never!		2.0±0.3	97± 2	1.4±0.4	96± 2
Omitted		17.7±0.9	96± 1	25.4±1.3	96± 1
Based on group 2: Those whose career plan is other than housewife.	Mean		98		98
	Raw N	10,834		7,439	
	Wtd N (Pct.)	1,046,831	(100%)	710,231	(67%)
	Effective N	1,624		1,074	

0432 10th Grade: Q7C2 9th Grade: Omitted

Age when I first seriously considered

		10th GRADE			
		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES
Under age 10		0.9±0.2	103± 3	0.8±0.2	106± 3
11 - 13		0.8±0.2	98± 3	1.3±0.3	100± 1
14 - 16		5.2±0.6	98± 1	9.1±0.7	98± 1
17 - 19		16.1±0.9	98± 1	20.7±1.0	98± 1
20 - 22		18.1±1.0	99± 1	12.1±0.8	98± 1
23 - 25		19.9±1.0	99± 1	9.4±0.7	99± 1
26 or older		16.6±0.9	96± 1	12.0±0.8	98± 1
Never!		2.1±0.4	96± 2	1.7±0.3	96± 1
Omitted		20.4±1.0	96± 1	32.9±1.2	96± 0
Based on group 0: Everybody.	Mean		98		97
	Raw N	10,842		10,950	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)
	Effective N	1,625		1,550	

0432 | 10th Grade: Q7C3 | 9th Grade: Omitted

Age when I definitely decided

		10th GRADE			
		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES
Under age 11		0.5±0.2	105± 2	0.5±0.2	104± 4
11 - 13		0.5±0.2	98± 4	0.5±0.2	100± 2
14 - 16		2.6±0.4	100± 1	4.0±0.5	97± 1
17 - 19		12.7±0.8	97± 1	21.5±1.0	98± 1
20 - 22		17.6±0.9	99± 1	13.1±0.9	99± 1
23 - 25		20.5±1.0	100± 1	10.4±0.8	99± 1
26 or older		24.3±1.1	97± 0	16.4±0.9	97± 1
Never!		3.2±0.4	97± 1	3.1±0.4	98± 1
Omitted		18.1±1.0	96± 1	30.5±1.2	96± 1
Based on group 0: Everybody.	Mean		98		97
	Raw N	10,842		10,950	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)
	Effective N	1,625		1,550	

0433 | 10th Grade: Q7D | 9th Grade: Omitted

Where were you in terms of school when you began to seriously consider that occupation?

		10th GRADE			
		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES
Pre-school (or kindergarten)		0.3±0.1	103± 5	0.3±0.1	104± 5
Elementary school		1.2±0.3	100± 2	1.5±0.3	99± 1
Junior high school		1.8±0.3	98± 2	2.9±0.4	99± 1
High school		15.2±0.9	99± 1	24.0±1.1	98± 0
College (undergraduate)		16.2±0.9	102± 1	10.0±0.8	103± 1
Graduate student		2.1±0.4	106± 1	0.9±0.2	106± 2
Had finished my formal schooling		38.8±1.2	96± 0	25.0±1.1	97± 1
I never gave the matter serious consideration		6.2±0.6	96± 1	5.4±0.6	95± 1
Omitted		18.3±1.0	96± 1	30.0±1.2	96± 1
Based on group 0: Everybody.	Mean		98		97
	Raw N	10,842		10,950	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)
	Effective N	1,625		1,550	

0434 10th Grade: Q7F 9th Grade: Omitted

Before you actually entered the career field you had chosen did you have much knowledge about it? (Mark all that apply.)

	10th GRADE			
	Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES
Yes, because I	46.6±1.2	99± 0	43.5±1.5	100± 0
had learned about it in school:	16.7±0.9	101± 1	23.2±1.3	100± 1
Elementary school.	1.0±0.2	103± 2	1.7±0.4	104± 1
High school.	6.1±0.6	99± 1	14.1±1.1	98± 1
College	12.2±0.8	102± 1	11.6±1.0	104± 1
had done a lot of reading about it.	5.5±0.6	100± 1	8.6±0.6	101± 1
knew someone in the field.	18.4±1.0	99± 1	14.5±1.1	100± 1
had learned about it from other sources.	21.6±1.0	98± 1	15.8±1.1	100± 1
No, but I thought I did!	5.8±0.6	98± 1	6.1±0.7	100± 1
No, I felt quite ignorant about what was involved	25.8±1.1	96± 0	19.2±1.2	96± 1
Based on group 2: Those whose career plan is other than housewife. Mean		98		98
Raw N	10,834		7,439	
Wtd N (Pct.)	1,046,831	(100%)	710,231	(67%)
Effective N	1,624		1,074	

0435 10th Grade: Omitted 9th Grade: Q21

How many OTHER occupations have you seriously considered for your life work?

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
None	41.9±1.1	421± 4	45.8±1.3	460± 4
One	33.6±1.0	433± 5	31.3±1.2	462± 5
Two	12.8±0.7	461± 6	9.2±0.7	484± 8
Three	3.4±0.4	448±14	1.4±0.3	511±19
Four or more	2.5±0.3	508±15	1.0±0.2	552±21
Omitted	5.9±0.5	400±13	11.3±0.8	425±10
Based on group 2: Those whose career plan is other than housewife. Mean		432		461
Raw N	11,618		8,670	
Wtd N (Pct.)	1,143,918	(100%)	834,548	(76%)
Effective N	2,103		1,577	

0436 10th Grade: Omitted 9th Grade: Q22A
Why did you change your mind about your planned occupation? (Mark as many as apply.)
The other occupations:

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Had too much competition for jobs.	10.0±0.9	463±11	5.5±0.7	518±13
Had pay that was too low.	19.4±1.1	437± 8	8.1±0.9	497±12
Had working hours that were too long.	5.3±0.7	458±12	4.2±0.7	509±17
Had working conditions that were too poor.	9.4±0.8	440±12	5.6±0.7	487±17
Had no jobs in the right location (city, state).	6.9±0.7	470±10	6.3±0.8	482±13
Did not have training available to someone of my race.	0.3±0.2	350±39	0.1±0.1	-±-
Did not have training available to someone of my sex.	0.1±0.1	408±39	0.5±0.2	514±10
Did not match my abilities.	8.5±0.8	480±11	9.6±1.0	481±13
Was not interesting enough.	16.3±1.1	473± 8	11.9±1.1	473±11
Was not challenging enough.	10.1±0.9	476±11	7.2±0.8	492±13
Was not relevant enough to society's problems.	2.0±0.4	552±13	2.2±0.5	465±23
Was too difficult for a member of my sex to and advance in.	0.1±0.1	-±-	2.1±0.5	521±19
Was too difficult for a member of my race to enter and advance in.	0.7±0.2	291±34	0.2±0.1	420±39
Was not agreeable to my husband or wife.	2.5±0.4	429±18	5.4±0.7	456±13
Required too much training or education.	12.4±1.0	440±10	18.5±1.3	459± 9
Required too large a financial investment.	13.2±1.0	436± 9	12.0±1.1	454±10
Other	32.7±1.4	450± 6	39.4±1.6	463± 6

Based on group 23: Those who had considered seriously more than one occupation.		Males		Females	
	Mean		444		467
	Raw N	7,513		6,018	
	Wtd N (Pct.)	594,837	(52%)	450,216	(41%)
	Effective N	1,192		944	

OCCUPATION: WORK HISTORY

0503 10th Grade: Omitted 9th Grade: Q3C
Adding together all the times you have been unemployed, what is the total amount of time that you have been unemployed (without a job and looking for work) since June 1963?

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
More than 3 years.	1.1±0.2	415±23	4.2±0.6	452±10
More than 2 but less than 3 years.	1.1±0.2	433±28	1.4±0.3	418±17
More than 1 but less than 2 years.	2.4±0.3	411±16	2.7±0.4	427±18
More than 3 months but less than 1 year.	12.8±0.7	436± 7	9.8±0.7	452± 9
Less than 3 months.	80.0±0.9	434± 3	77.6±0.9	458± 3
Omitted	2.6±0.3	384±17	4.4±0.5	440±10

Based on group 0: Everybody.		Males		Females	
	Mean		432		455
	Raw N	11,625		11,417	
	Wtd N (Pct.)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	2,103		2,036	

0501 10th Grade: Q2A 9th Grade: Q3A
How many different employers (i.e.,different companies or organizations or individual employers) have you worked for on FULL-TIME jobs in the 11 years between June 1962 (1963) and September 1, 1963 (1974)? (If you are not sure, guess.) Do not include jobs held just in the summer when you were in school.

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
0	1.2±0.3	101± 2	6.9±0.6	96± 1	0.6±0.2	502±31	6.8±0.6	433±10
1	13.6±0.9	100± 1	20.5±1.0	98± 1	13.0±0.7	465± 7	20.8±0.9	470± 5
2	21.4±1.0	99± 1	23.8±1.1	98± 0	19.7±0.9	453± 6	22.9±0.9	458± 5
3	24.1±1.1	97± 1	20.7±1.0	97± 1	22.4±0.9	420± 6	18.8±0.9	447± 6
4	15.2±0.9	97± 1	12.4±0.8	98± 1	14.6±0.8	428± 7	12.8±0.7	457± 7
5	9.3±0.7	97± 1	7.7±0.7	98± 1	10.2±0.7	413± 8	7.1±0.6	454± 9
6	5.2±0.5	95± 1	3.4±0.5	97± 1	6.2±0.5	426±11	4.9±0.5	453±13
7	2.6±0.4	96± 2	2.0±0.4	96± 2	3.1±0.4	393±13	2.0±0.3	449±19
8	1.6±0.3	98± 2	0.6±0.2	96± 3	3.1±0.4	433±14	1.3±0.3	455±23
9	0.8±0.2	98± 2	0.4±0.2	100± 3	0.8±0.2	408±26	0.3±0.1	458±22
10	1.1±0.3	99± 2	0.6±0.2	97± 3	1.5±0.3	416±20	1.2±0.2	404±22
11	0.1±0.1	-±-	0.1±0.1	-±-	0.7±0.2	365±24	0.1±0.1	-±-
12	0.3±0.1	102± 4	0.3±0.1	-±-	0.9±0.2	434±36	0.2±0.1	-±-
13	0.3±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.1±0.1	-±-
14	0.2±0.1	-±-	0.0±0.0	107± 2	0.1±0.1	-±-	0.0±0.0	-±-
15	2.4±0.4	95± 2	0.4±0.2	103± 4	2.6±0.3	402±16	0.7±0.2	409±44
Omitted	0.7±0.2	97± 5	0.3±0.1	103± 7	0.3±0.1	350±62	0.1±0.1	422±28

Based on group 0: Everybody.									
	Mean		98		97		432		455
	Raw N	10,842		10,950		11,625		11,417	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	1,625		1,550		2,103		2,036	

0502 10th Grade: Q2B 9th Grade: Q3B
How many years of full-time work experience have you had since June 1962 (1963) (If you have done part-time work, please estimate how much full-time work it is equivalent to.)

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
0	0.1±0.1	97± 2	5.3±0.6	94± 1	0.2±0.1	444±49	4.9±0.5	417±12
1	0.3±0.1	111± 4	5.8±0.6	96± 1	0.6±0.2	520±39	5.8±0.5	447±10
2	0.8±0.2	102± 2	6.9±0.6	98± 1	0.5±0.2	495±32	6.7±0.6	462±10
3	1.3±0.3	104± 2	8.6±0.7	98± 1	1.2±0.2	544±20	7.5±0.6	457± 8
4	3.7±0.5	106± 1	9.1±0.7	100± 1	2.7±0.4	523±17	9.4±0.6	463± 9
5	3.8±0.5	103± 1	10.9±0.8	98± 1	3.3±0.4	518±13	10.4±0.7	458± 8
6	5.3±0.6	102± 1	8.8±0.7	101± 1	6.0±0.5	500± 9	10.0±0.7	471± 8
7	8.1±0.7	101± 1	8.5±0.7	99± 1	8.6±0.6	502± 8	9.0±0.6	480± 8
8	10.0±0.7	100± 1	8.9±0.7	99± 1	8.2±0.6	467± 8	10.1±0.7	469± 8
9	7.4±0.7	99± 1	8.4±0.7	96± 1	7.9±0.6	456± 9	6.6±0.5	435± 9
10	10.4±0.8	96± 1	7.4±0.7	95± 1	12.1±0.7	420± 7	8.1±0.6	444± 8
11	48.1±1.2	95± 0	10.7±0.8	94± 1	48.1±1.1	388± 3	11.0±0.7	429± 7
Omitted	0.6±0.2	98± 5	0.8±0.2	99± 4	0.4±0.1	353±59	0.5±0.2	497±38

Based on group 0: Everybody.									
	Mean		98		97		432		455
	Raw N	10,842		10,950		11,625		11,417	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	1,625		1,550		2,103		2,036	

0521 10th Grade: Omitted 9th Grade: Q13A

How many years had you worked for this employer as of September 1, 1974?

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
0	13.5±0.8	446± 7	23.4±1.3	460± 7
1	9.3±0.7	440± 9	12.7±1.0	466±12
2	12.7±0.7	455± 8	13.5±1.0	448±10
3	10.0±0.7	443± 9	7.8±0.8	438±13
4	8.9±0.6	430±10	7.4±0.8	489±15
5	7.2±0.6	441±10	5.5±0.7	452±15
6	7.7±0.6	426± 9	6.0±0.7	463±14
7	6.5±0.6	442±10	5.6±0.7	464±14
8	5.1±0.5	404±12	4.1±0.6	448±18
9	4.1±0.4	377±11	3.6±0.6	440±14
10	4.0±0.4	407±13	3.0±0.5	431±18
11	5.9±0.5	392±11	2.5±0.5	461±19
Omitted	5.2±0.5	419± 9	4.8±0.7	444±13
Based on group 1: Those having a job. Mean		432		457
Raw N	11,008		6,108	
Wtd N (Pct.)	1,086,722	(95%)	549,045	(50%)
Effective N	1,988		1,069	

0551 10th Grade: Omitted 9th Grade: Q25

Have you worked for pay continuously since leaving school (except, perhaps, for brief periods between jobs)? (Asked of women only.)

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
I am still in school.	0.0±0.0	-±-	0.2±0.1	569±61
No, I have never had a job since leaving school.	0.0±0.0	-±-	4.3±0.4	425±13
No, but I have been employed some of the time since leaving school.	0.0±0.0	-±-	63.6±1.1	451± 3
Yes.	0.0±0.0	-±-	24.4±1.0	471± 5
Omitted	0.0±0.0	-±-	7.5±0.6	446±10
Based on group 0: Everybody Mean		478		455
Raw N	0		11,417	
Wtd N (Pct.)	0	(0%)	1,098,089	(100%)
Effective N	0		2,036	

0552 10th Grade: Omitted 9th Grade: Q26

What were the MAIN reasons you stopped working for pay (if you did) or did not start working for pay (if you didn't)? (Do not mark more than three.) (Asked of women only.)

		9th GRADE	
		Females	
		Percent	Mean 1960 GAA
Marriage		22.9±1.2	441± 6
Pregnancy		46.8±1.4	459± 4
Adequate child-care facilities not available.		3.1±0.5	420±17
Wanted to take care of my children personally.		34.4±1.3	463± 5
To devote more time to my family.		15.7±1.0	449± 7
Other household responsibilities.		3.9±0.5	427±13
To attend school.		6.2±0.7	499±12
Did not enjoy working.		3.5±0.5	476±14
Did not need the money.		3.6±0.5	479±13
Illness or disability.		3.2±0.5	412±18
Moved to new location.		8.3±0.8	480±10
No jobs with suitable hours available.		1.3±0.3	481±15
No suitable jobs available.		2.7±0.4	421±19
Other.		5.7±0.6	430±14
Based on group 11:	Mean		449
Women who had not	Raw N	6,691	
worked continuously	Wtd N (Pct.)	746,701	(68%)
since high school.	Effective N	1,322	

PERSONAL: RACE

P101 Race

10th Grade: Q16 9th Grade: Q59

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
White/Caucasian		88.3±0.8	98± 0	85.4±0.9	99± 0	87.7±0.7	444± 3	87.5±0.7	469± 3
Black/Negro/Afro-American		4.8±0.5	88± 1	8.0±0.7	89± 1	7.8±0.6	300± 6	8.9±0.6	319± 5
Oriental		0.6±0.2	92± 3	0.7±0.2	97± 2	0.5±0.2	504±29	0.4±0.1	465±28
American Indian		0.1±0.1	-±-	0.2±0.1	-±-	0.2±0.1	-±-	0.2±0.1	361±26
Mexican-American		1.1±0.3	93± 2	1.4±0.3	88± 3	1.9±0.3	378±19	1.5±0.3	374±13
Puerto Rican-American		0.1±0.1	-±-	0.3±0.1	-±-	0.1±0.1	-±-	0.2±0.1	-±-
Eskimo		0.0±0.0	-±-	0.0±0.0	-±-	*Option not included*			
Cuban		*Option not included*				*Option not included*			
Other/Unknown		4.9±0.5	96± 1	4.0±0.5	96± 1	0.4±0.1	383±32	0.2±0.1	-±-
Omitted		0.0±0.0	-±-	0.0±0.0	-±-	1.4±0.3	465±19	1.1±0.2	543±17
Based on group 0: Everybody.	Mean		98		97		432		455
	Raw N	10,842		10,950		11,625		11,417	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	1,625		1,550		2,103		2,036	

PERSONAL: SPOUSE

P201 What is your PRESENT marital status? (Mark one.)

10th Grade: Q27B 9th Grade: Q51

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Married		78.4±1.0	97± 0	80.8±1.0	98± 0	77.4±0.9	430± 3	77.8±0.9	456± 3
Separated		1.3±0.3	96± 2	2.0±0.4	96± 2	2.0±0.3	464±23	2.3±0.3	386±19
Divorced or annulled		4.5±0.5	99± 1	6.9±0.6	97± 1	7.0±0.6	432±11	8.0±0.6	444± 9
Widowed		0.1±0.1	-±-	1.1±0.3	94± 3	0.1±0.1	-±-	0.8±0.2	371±27
Never married		13.5±0.8	99± 1	7.6±0.7	98± 1	11.8±0.7	441± 8	9.1±0.6	467± 9
Omitted		2.2±0.4	98± 2	1.6±0.3	98± 1	1.7±0.3	425±20	1.9±0.3	496±16
Based on group 0: Everybody.	Mean		98		97		432		455
	Raw N	10,842		10,950		11,625		11,417	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	1,625		1,550		2,103		2,036	

P202
How many times have you married?

10th Grade: Q27A

9th Grade: Q50

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Never	13.5±0.8	99± 1	7.6±0.7	98± 1	11.8±0.7	441± 8	9.1±0.6	467± 9
Once	75.9±1.1	98± 0	80.0±1.0	97± 0	76.9±0.9	433± 3	78.3±0.9	455± 3
Twice	7.8±0.7	96± 1	9.8±0.8	97± 1	9.1±0.6	414± 9	9.8±0.7	434± 7
More than twice	0.9±0.2	90± 2	0.9±0.2	96± 3	0.9±0.2	391±21	1.2±0.2	445±20
Omitted	1.8±0.3	97± 1	1.8±0.3	98± 2	1.3±0.3	465±20	1.6±0.3	484±16
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

P212
How old were you when you got married? (If you have been married more than once, give age at time of first marriage.)
(Asked of those married at least once.)

10th Grade: Q28A

9th Grade: Q52

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Under 16	0.1±0.1	-±-	0.3±0.2	91± 2	0.0±0.0	-±-	0.9±0.2	370±19
16	0.[illegible]±0.1	-±-	3.7±0.5	93± 1	0.4±0.2	391±29	4.7±0.5	383±12
17	1.1±0.3	99± 3	7.5±0.7	94± 1	1.8±0.3	379±17	7.5±0.6	419± 9
18	5.3±0.6	96± 1	16.6±1.0	95± 1	5.7±0.5	392±12	15.5±0.9	430± 6
19	8.5±0.8	94± 1	14.9±1.0	96± 1	9.2±0.7	411± 9	15.3±0.9	435± 6
20	12.4±0.9	96± 1	12.8±0.9	97± 1	11.8±0.8	411± 7	13.3±0.8	463± 7
21	15.2±1.0	96± 1	14.8±1.0	99± 1	16.4±0.9	419± 7	14.1±0.8	471± 7
22	10.2±0.8	99± 1	8.2±0.7	100± 1	11.8±0.8	454± 9	9.0±0.7	493± 8
23	10.9±0.8	99± 1	7.2±0.7	100± 1	10.2±0.7	442± 9	6.5±0.6	497±11
24	10.4±0.8	99± 1	4.3±0.5	100± 1	9.4±0.7	455± 9	3.9±0.5	484±11
25	8.7±0.8	97± 1	3.6±0.5	100± 2	8.0±0.6	429±10	3.3±0.4	474±16
26	6.7±0.7	99± 1	2.5±0.4	100± 2	4.6±0.5	457±12	1.7±0.3	527±16
27	4.2±0.5	99± 1	1.4±0.3	101± 2	4.1±0.5	461±14	1.3±0.3	489±18
28	2.8±0.4	101± 1	0.7±0.2	98± 3	2.7±0.4	431±16	1.1±0.2	456±23
29	1.9±0.4	99± 2	0.8±0.2	102± 4	1.9±0.3	430±26	0.3±0.1	425±31
30	0.3±0.2	-±-	0.1±0.1	-±-	0.2±0.1	-±-	0.2±0.1	-±-
31 or older	0.2±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Omitted	0.8±0.2	99± 4	0.6±0.2	101± 2	1.8±0.3	454±17	1.4±0.3	385±20
Based on group 16: Those who had been married sometime. Mean		98		97		430		453
Raw N	8,879		9,524		9,450		9,678	
Wtd N (Pct.)	889,807	(85%)	964,642	(91%)	995,208	(87%)	977,299	(89%)
Effective N	1,365		1,373		1,796		1,784	

P213 10th Grade: Q28B 9th Grade: Q53

How old was your wife or husband when you married (for the first time)? (Asked of those married at least once.)

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Under 16	0.9±0.3	91± 4	0.0±0.0	-±-	1.3±0.3	385±24	0.0±0.0	-±-
16	3.8±0.5	94± 1	0.3±0.1	-±-	3.1±0.4	389±14	1.5±0.3	478±23
17	6.3±0.7	94± 1	1.5±0.3	91± 3	7.5±0.6	373±11	1.8±0.3	395±15
18	14.6±1.0	95± 1	4.2±0.5	96± 1	16.4±0.9	394± 6	5.6±0.5	402±11
19	13.5±0.9	97± 1	8.4±0.7	95± 1	12.3±0.8	420± 8	9.2±0.7	423± 8
20	13.4±0.9	98± 1	11.7±0.9	96± 1	14.5±0.8	432± 7	10.3±0.7	445± 8
21	14.7±1.0	98± 1	14.8±1.0	97± 1	14.0±0.8	460± 8	16.4±0.9	463± 7
22	10.2±0.8	100± 1	10.5±0.8	98± 1	9.5±0.7	468± 9	11.7±0.8	469± 7
23	8.8±0.8	100± 1	12.4±0.9	99± 1	6.4±0.6	478±11	10.4±0.7	459± 9
24	3.9±0.5	99± 1	9.7±0.8	98± 1	4.4±0.5	460±13	7.3±0.6	459±10
25	3.0±0.5	98± 1	7.0±0.7	98± 1	3.4±0.4	458±15	7.0±0.6	478±10
26	2.3±0.4	99± 2	4.8±0.6	99± 1	1.7±0.3	453±22	5.0±0.5	472±12
27	1.0±0.3	104± 2	2.9±0.4	97± 1	2.1±0.3	459±20	3.9±0.5	453±13
28	0.9±0.3	98± 2	2.0±0.4	98± 2	0.8±0.2	387±27	2.9±0.4	472±15
29	0.8±0.2	94± 2	2.2±0.4	97± 2	0.0±0.0	-±-	0.0±0.0	-±-
30	0.3±0.2	-±-	1.4±0.3	100± 2	0.3±0.1	397±49	1.2±0.3	450±23
31-35	0.4±0.2	95± 4	2.9±0.5	97± 2	0.5±0.2	466±43	3.1±0.4	458±16
36-40	0.2±0.1	-±-	1.5±0.3	96± 3	0.2±0.1	-±-	0.7±0.2	467±23
41-50	0.0±0.0	-±-	0.7±0.2	100± 2	0.0±0.0	-±-	0.4±0.1	421±33
51-60	0.0±0.0	-±-	0.0±0.0	97± 3	0.0±0.0	-±-	0.1±0.1	-±-
61 or older	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Omitted	1.0±0.3	98± 3	1.3±0.3	99± 2	1.5±0.3	410±21	1.3±0.3	382±20

Based on group 16: Those who had been married sometime.

Mean		98		97		430		453
Raw N	8,879		9,524		9,450		9,678	
Wtd N (Pct.)	889,807	(85%)	964,642	(91%)	995,208	(87%)	977,299	(89%)
Effective N	1,365		1,373		1,796		1,784	

P214 10th Grade: Q28C 9th Grade: Q54
How old were you at the time of your most recent marriage. (Asked of those married more than once.)

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Under 16	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
16	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
17	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.1	-±-
18	0.0±0.0	-±-	0.1±0.3	-±-	0.0±0.0	-±-	0.4±0.4	-±-
19	0.0±0.1	-±-	1.8±1.1	-±-	0.7±0.6	-±-	2.1±1.0	-±-
20	0.1±0.2	-±-	3.0±1.5	96± 3	0.8±0.6	-±-	0.2±0.3	456±40
21	3.7±1.8	-±-	7.8±2.3	96± 3	2.1±1.1	-±-	7.1±1.8	405±19
22	2.7±1.5	-±-	5.8±2.0	100± 3	4.8±1.6	408±30	6.9±1.8	444±21
23	6.7±2.3	91± 3	7.8±2.3	97± 1	5.9±1.7	449±34	8.7±2.0	483±17
24	6.9±2.4	92± 3	7.9±2.3	101± 2	8.3±2.0	410±29	10.8±2.2	466±22
25	9.7±2.8	95± 3	12.5±2.8	97± 2	14.0±2.5	425±24	15.3±2.5	425±17
26	16.0±3.4	96± 2	14.4±3.0	96± 2	13.8±2.5	410±21	7.9±1.9	452±25
27	12.6±3.1	99± 2	12.0±2.8	99± 2	11.8±2.3	397±25	14.5±2.5	430±20
28	18.1±3.6	92± 2	11.5±2.7	95± 3	11.1±2.3	408±16	10.0±2.1	445±22
29	14.0±3.2	97± 3	8.5±2.4	98± 2	15.7±2.6	436±22	9.6±2.1	398±20
30	4.3±1.9	93± 4	4.1±1.7	-±-	6.0±1.7	378±29	3.1±1.2	433±36
31 or older	5.1±2.0	-±-	1.1±0.9	-±-	2.8±1.2	-±-	0.2±0.3	-±-
Omitted	0.1±0.3	-±-	1.8±1.2	-±-	2.2±1.1	-±-	3.2±1.2	366±17
Based on group 17: Those who had been married more than once? Mean		95		97		412		436
Raw N	583		748		766		836	
Wtd N (Pct.)	94,215	(9%)	116,605	(11%)	114,392	(10%)	120,790	(11%)
Effective N	116		136		189		201	

P215 10th Grade: Q28D 9th Grade: Q55
How old was your new wife or husband at that time (of your most recent marriage)? (Asked of those married more than once.)

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Under 16	0.0±0.1	-±-	0.0±0.0	-±-	0.0±0.1	-±-	0.0±0.0	-±-
16	0.0±0.0	-±-	0.0±0.0	-±-	4.6±1.5	317±24	5.5±1.6	430±24
17	0.2±0.4	104± 1	0.0±0.0	-±-	1.6±0.9	-±-	0.0±0.0	-±-
18	2.4±1.4	-±-	0.0±0.2	-±-	5.7±1.7	408±25	0.1±0.2	-±-
19	8.7±2.6	98± 3	0.1±0.3	-±-	5.4±1.6	370±28	1.6±0.9	-±-
20	5.5±2.1	91± 2	1.6±1.1	-±-	6.0±1.7	387±34	0.7±0.6	-±-
21	10.4±2.8	97± 2	2.8±1.4	-±-	9.4±2.1	379±29	2.2±1.0	-±-
22	7.7±2.5	93± 3	6.1±2.0	101± 2	10.0±2.2	425±23	4.8±1.5	465±36
23	9.8±2.8	95± 3	6.7±2.1	96± 2	10.7±2.2	430±27	9.2±2.0	464±22
24	10.9±2.9	96± 3	7.1±2.2	98± 3	8.1±2.0	416±27	5.7±1.6	439±30
25	9.9±2.8	94± 2	5.2±1.9	99± 2	7.6±1.9	406±28	10.2±2.1	427±21
26	7.7±2.5	96± 2	4.5±1.8	102± 3	9.2±2.1	471±22	6.9±1.8	424±24
27	5.2±2.1	99± 5	8.8±2.4	98± 2	6.7±1.8	439±24	5.6±1.6	461±24
28	2.7±1.5	-±-	12.1±2.8	98± 2	4.6±1.5	504±49	6.5±1.7	443±26
29	7.8±2.5	93± 3	8.4±2.4	96± 3	0.0±0.1	-±-	0.0±0.0	-±-
30	3.2±1.6	-±-	8.5±2.4	93± 4	1.5±0.9	-±-	5.4±1.6	395±28
31-35	5.0±2.0	91± 5	15.5±3.1	96± 2	6.4±1.8	391±28	15.9±2.6	430±15
36-40	1.4±1.1	-±-	7.6±2.3	95± 3	0.3±0.4	-±-	10.9±2.2	427±26
41-50	0.7±0.8	-±-	2.6±1.4	96± 5	0.0±0.0	-±-	4.5±1.5	464±41
51-60	0.0±0.0	-±-	0.6±0.7	-±-	0.0±0.0	-±-	0.3±0.4	-±-
61 or older	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.6±0.6	-±-
Omitted	0.8±0.8	-±-	1.8±1.1	-±-	2.4±1.1	-±-	3.4±1.3	366±15
Based on group 17: Those who had been married more than once. Mean		95		97		412		436
Raw N	583		748		766		836	
Wtd N (Pct.)	94,215	(9%)	116,605	(11%)	114,392	(10%)	120,790	(11%)
Effective N	116		136		189		201	

P221 10th Grade: Q29A 9th Grade: Q58

How much formal education has your husband or wife had? (If you have been married more than once, answer in terms of most recent marriage.) Mark ONE answer, indicating the highest level reached.

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Never entered high school	0.0±0.0	-±-	0.0±0.0	-±-	0.8±0.2	411±24	2.6±0.4	386±15
Some high school but not a graduate	10.8±0.8	93± 1	12.0±0.9	93± 1	9.3±0.7	369± 9	10.2±0.7	393± 8
High school graduate	45.2±1.3	96± 0	34.2±1.3	95± 0	43.4±1.2	403± 4	31.6±1.1	426± 4
Some college but no degree	17.0±1.0	99± 1	22.2±1.1	97± 1	17.0±0.9	448± 7	20.0±0.9	452± 5
Associate degree (two-year degree: A.A., A.S., etc.)	3.7±0.5	39± 1	3.6±0.5	98± 2	3.0±0.4	453±13	3.6±0.4	464±12
Graduate nurse (RN)	2.4±0.4	100± 1	0.0±0.0	100± 3	2.3±0.4	475±17	0.1±0.1	-±-
Bachelor's degree (B.A., B.S., etc.)	11.8±0.9	103± 1	11.3±0.9	101± 1	10.6±0.7	501± 8	11.7±0.8	505± 7
Some graduate work, or professional school beyond bachelor's degree, but no graduate degree.	3.8±0.5	104± 1	4.2±0.5	102± 1	2.8±0.4	516±12	4.6±0.5	518±10
Master's degree (M.A., M.S., etc.)	3.0±0.5	102± 2	6.8±0.7	105± 1	3.5±0.4	530±13	5.4±0.5	556± 9
Ph.D. or Ed.D.	0.0±0.1	105± 3	1.0±0.3	105± 2	0.3±0.1	519±66	1.5±0.3	563±16
Advanced professional degree (M.D., D.D.S., LL.B., etc.)	0.1±0.1	-±-	2.1±0.4	106± 1	0.2±0.1	-±-	2.0±0.3	544±15
Omitted	2.3±0.4	96± 2	2.7±0.4	98± 1	6.6±0.6	417±12	6.5±0.6	413±12
Based on group 16: Mean		98		97		430		453
Those who had been Raw N	8,879		9,524		9,450		9,678	
married sometime. Wtd N (Pct.)	889,807	(85%)	964,642	(91%)	995,208	(87%)	977,299	(89%)
Effective N	1,365		1,373		1,796		1,784	

P230 10th Grade: Q27C 9th Grade: Q57

Which of the following describes your husband's (wife's) status as of September 1, 1974? (Mark as many as apply, but at least one.)

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Had a full-time job.	32.2±1.3	97± 0	86.8±0.9	97± 0	33.2±1.1	434± 5	87.1±0.8	458± 3
Had a part-time job.	6.5±0.7	98± 1	2.2±0.4	100± 2	8.3±0.7	445± 9	2.0±0.3	441±17
Was looking for a full-time job.	0.8±0.2	99± 2	1.6±0.3	97± 3	0.8±0.2	460±28	1.3±0.3	399±22
Was looking for a part-time job.	0.4±0.2	101± 2	0.1±0.1	-±-	0.7±0.2	509±25	0.2±0.1	421±44
Had no job and was not looking for one.	3.3±0.5	98± 1	0.2±0.1	97± 3	16.8±0.9	431± 6	0.6±0.2	432±29
In school	1.9±0.4	101± 2	3.0±0.5	102± 1	2.0±0.3	470±18	1.9±0.3	544±15
Housewife.	55.2±1.3	97± 0	1.1±0.3	99± 1	36.3±1.1	428± 5	0.3±0.1	424±40
Poor health prevented holding a job.	0.5±0.2	93± 4	0.6±0.2	93± 3	0.2±0.1	-±-	0.9±0.2	376±18
Based on group 16: Mean		98		97		430		453
Those who had been Raw N	8,879		9,524		9,450		9,678	
married sometime. Wtd N (Pct.)	889,807	(85%)	964,642	(91%)	995,208	(87%)	977,299	(89%)
Effective N	1,365		1,373		1,796		1,784	

P231
Spouse's Occupation

10th Grade: Q29B

9th Grade: Q56A

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
0	None	24.0±1.1	97± 1	0.9±0.2	99± 3	30.0±1.0	412± 5	1.3±0.2	493±26
1	Vague Catagories (Job Unknown)	0.1±0.1	-±-	0.6±0.2	92± 3	0.0±0.0	-±-	0.1±0.1	-±-
2	Vague - (Management)	0.1±0.1	-±-	1.1±0.3	96± 3	0.0±0.0	-±-	1.3±0.3	486±21
3	Vague - (Research)	0.4±0.2	97± 4	0.1±0.1	-±-	0.3±0.1	436±35	0.1±0.1	-±-
4	Kind of Business (Job Unknown)	0.4±0.2	-±-	0.6±0.2	96± 2	0.1±0.1	-±-	0.5±0.2	404±20
9	Other Vague Catagories	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
11	Math and Allied Fields	0.4±0.2	105± 3	1.8±0.3	99± 2	0.2±0.1	437±41	1.3±0.3	488±22
12	Physical Sciences (Pure/Applied\	0.3±0.1	98± 4	5.0±0.6	101± 1	0.3±0.1	366±54	3.4±0.4	493±13
13	Biological/Clinical Sciences	0.1±0.1	-±-	0.2±0.1	100± 3	0.1±0.1	-±-	0.2±0.1	-±-
14	Physicians	0.0±0.0	108± 3	0.6±0.2	106± 2	0.1±0.1	-±-	0.5±0.2	537±26
15	Medical/Health Professionals	4.8±0.5	98± 1	1.2±0.3	100± 2	5.2±0.5	452±12	1.1±0.2	494±20
16	Psychology and Related	0.0±0.0	111± 2	0.2±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-
21	Social Sciences and Related	1.1±0.3	101± 2	2.1±0.4	104± 1	0.8±0.2	524±26	1.9±0.3	524±17
22	Writing and Language	0.3±0.1	112± 4	0.1±0.1	-±-	0.4±0.1	545±39	0.3±0.1	518±31
23	Religion and Theology	0.1±0.1	-±-	0.6±0.2	94± 3	0.0±0.0	-±-	0.6±0.2	506±26
24	Education	9.1±0.7	101± 1	4.4±0.5	102± 1	8.0±0.6	490± 8	3.8±0.4	526±10
25	Library Science	0.2±0.1	100± 3	0.0±0.0	104± 3	0.4±0.1	573±28	0.1±0.1	-±-
26	Audiovisual Specialties	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
31	Art	0.4±0.1	105± 4	0.4±0.2	101± 2	0.3±0.1	572±25	0.6±0.2	417±23
32	Music	0.1±0.1	-±-	0.6±0.2	92± 6	0.1±0.1	-±-	0.1±0.1	515±54
33	Dance	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
34	Drama	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-	0.1±0.1	552±33
35	Other Performing Arts	0.1±0.1	-±-	0.3±0.1	-±-	0.0±0.0	553±29	0.1±0.1	-±-
36	Sports and Athletics	0.0±0.0	-±-	0.0±0.0	105± 3	0.0±0.0	-±-	0.1±0.1	-±-
37	Recreational	0.1±0.1	-±-	0.1±0.1	-±-	0.3±0.1	-±-	0.3±0.1	-±-
41	Business (Other Than Sales)	2.1±0.4	98± 2	9.3±0.7	100± 1	1.9±0.3	467±19	8.9±0.6	487± 8
42	Business (Management)	0.6±0.2	99± 2	7.9±0.7	97± 1	0.3±0.1	446±51	5.2±0.5	470±11
43	Sales and Marketing	3.0±0.4	95± 1	6.6±0.6	101± 1	2.9±0.4	442±14	6.3±0.5	487±10
44	Specialized Clerical	3.0±0.4	95± 1	0.1±0.1	94± 3	3.7±0.4	432±12	0.3±0.1	512±21
45	Data Processing	0.7±0.2	99± 2	0.5±0.2	106± 2	1.1±0.2	426±28	0.6±0.2	478±34
46	Secretarial/Other Office Work	13.9±0.9	98± 1	0.6±0.2	95± 3	10.5±0.7	437± 7	0.7±0.2	435±31
47	Miscellaneous Clerical	1.6±0.3	95± 1	2.0±0.4	93± 2	2.1±0.3	445±18	2.8±0.4	434±12
48	Organized Labor	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-
49	Misc. Government and Political	0.0±0.0	-±-	0.0±0.0	101± 2	0.0±0.0	-±-	0.0±0.0	570±25
50	Vague Industrial Trades	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
51	Electrical and Mechanical	0.1±0.1	-±-	8.5±0.7	96± 1	0.2±0.1	-±-	8.5±0.6	431± 7
52	Making/Repairing Small Products	0.1±0.1	-±-	0.5±0.2	-±-	0.0±0.0	-±-	0.2±0.1	-±-
53	Structural Trades	0.2±0.1	-±-	8.0±0.7	95± 1	0.0±0.0	-±-	8.7±0.6	410± 7
54	Mining/Well-Drilling/Refining	0.0±0.0	-±-	0.7±0.2	92± 2	0.0±0.0	-±-	0.8±0.2	429±19
55	Transportation	0.1±0.1	-±-	3.8±0.5	94± 1	0.3±0.1	-±-	4.4±0.5	436±11
56	Printing	0.0±0.0	96± 4	0.7±0.2	97± 2	0.1±0.1	-±-	0.5±0.2	414±24
57	Creative/Artistic	0.7±0.2	101± 4	0.6±0.2	104± 3	1.6±0.3	392±24	0.4±0.1	445±48
58	Food Preparation	0.4±0.2	101± 4	0.6±0.2	93± 3	0.4±0.1	359±32	0.8±0.2	440±29
59	Other Skilled Occupations	0.3±0.1	101± 3	0.6±0.2	101± 3	0.2±0.1	-±-	1.5±0.3	436±19
61	Military	0.1±0.1	-±-	0.9±0.2	99± 2	0.0±0.0	-±-	0.9±0.2	428±21
62	Intelligence	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
63	Protective Occupations	0.1±0.1	-±-	2.6±0.4	94± 2	0.1±0.1	-±-	2.5±0.3	470±13
69	Misc. Gov't Jobs (non-desk)	0.0±0.0	-±-	0.0±0.0	98± 4	0.0±0.0	-±-	0.0±0.0	-±-
71	Farming	0.1±0.1	-±-	1.5±0.3	96± 2	0.0±0.0	316±37	2.0±0.3	435±17
72	Horticultural	0.0±0.0	-±-	0.1±0.1	-±-	0.1±0.1	-±-	0.3±0.1	368±45
73	Other Agricultural	0.0±0.0	-±-	0.2±0.1	-±-	0.0±0.0	-±-	0.2±0.1	-±-
74	Forestry/Hunting	0.0±0.0	-±-	0.3±0.1	93± 4	0.0±0.0	-±-	9.1±0.1	468±20
75	Fishing	0.0±0.0	-±-	0.0±0.0	98± 4	0.0±0.0	-±-	0.1±0.1	-±-
81	Misc. Services (Not Domestic)	3.1±0.4	96± 1	0.7±0.2	89± 2	3.4±0.4	406±17	0.7±0.2	449±49
82	Domestic Services	0.4±0.2	-±-	0.0±0.0	-±-	0.2±0.1	-±-	0.1±0.1	-±-
84	General Labor	2.3±0.4	94± 2	2.7±0.4	93± 2	2.0±0.3	359±17	2.9±0.4	395±13
85	Inspectors	0.8±0.2	95± 3	1.1±0.3	95± 3	0.1±0.1	-±-	0.7±0.2	453±26
86	Miscellaneous Semi-skilled Work	0.4±0.2	84± 3	2.4±0.4	92± 1	0.6±0.2	390±26	2.8±0.4	412±15
92	Miscellaneous "Fringe" Occupations	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Omitted		23.7±1.1	98± 1	15.3±0.9	97± 1	21.4±0.9	431± 6	18.3±0.9	444± 6
Based on group 0: Everybody.	**Mean**		98		97		432		455
	Raw N	10,842		10,950		11,625		11,417	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	1,625		1,550		2,111		2,045	

Variable Code: P237 10th Grade: Omitted 9th Grade: Q56C
Which of the following is your husband or wife?

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
An employee of a PRIVATE company, business, or individual for wages, salary, or commissions.	35.6±1.2	430± 5	65.4±1.2	454± 3
A GOVERNMENT employee (Federal, state, county, or local government.)	12.0±0.8	460± 8	16.4±0.9	471± 7
Self-employed in OWN business, professional practice, or farm.	1.8±0.3	492±20	10.4±0.8	457± 9
Working WITHOUT PAY in a family business or farm.	1.2±0.3	434±21	0.0±0.0	504±21
Working FOR PAY in a family business or farm.	0.6±0.2	385±33	1.0±0.3	443±22
Other.	15.8±0.9	444± 6	2.7±0.4	472±14
Omitted	33.1±1.2	410± 5	4.0±0.5	428±14
Based on group 5: Those married when responding. Mean		430		456
Raw N	8,696		8,684	
Wtd N (Pct.)	880,816	(77%)	856,509	(78%)
Effective N	1,614		1,557	

Variable Code: P241 10th Grade: Omitted 9th Grade: Q15B
Spouse's annual personal earnings.

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
$ 0 - $ 10,000.	25.5±0.9	445± 5	13.6±0.8	457± 6
$ 10,000 - $ 20,000	5.7±0.5	463±10	37.7±1.1	472± 4
$ 20,000 - $ 30,000	0.2±0.1	387±42	4.9±0.5	487±10
$ 30,000 - $ 40,000	0.0±0.0	477±30	1.0±0.2	550±20
$ 40,000 - $ 50,000	0.0±0.0	512±36	0.3±0.1	518±52
$ 50,000 - $ 60,000	0.0±0.0	452±32	0.2±0.1	-±-
$ 60,000 - $ 70,000	0.0±0.0	-±-	0.3±0.1	-±-
$ 70,000 - $ 80,000	0.0±0.0	-±-	0.1±0.1	-±-
$ 80,000 - $ 90,000	0.0±0.0	-±-	0.0±0.0	496±18
Over $ 90,000	0.0±0.0	-±-	0.1±0.1	-±-
Omitted	68.5±1.0	425± 3	41.7±1.1	431± 4
Based on group 0: Everybody. Mean		432		455
Raw N	11,625		11,417	
Wtd N (Pct.)	1,143,918	(100%)	1,098,089	(100%)
Effective N	2,111		2,045	

PERSONAL: CHILDREN

P301 10th Grade: Q25C 9th Grade: Q45

How many living children (including adopted children, but not stepchildren, or foster children) do you have?

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
0	24.2±1.1	99± 1	15.3±0.9	100± 1	22.0±0.9	463± 6	17.0±0.8	486± 6
1	23.0±1.0	98± 1	19.4±1.0	98± 1	24.0±0.9	435± 5	19.4±0.9	464± 6
2	29.6±1.1	97± 0	36.5±1.2	97± 0	29.5±1.0	423± 5	35.5±1.1	455± 4
3	10.6±0.8	95± 1	16.8±0.9	95± 1	12.6±0.7	390± 7	14.9±0.8	426± 6
4	3.1±0.4	96± 2	5.3±0.6	96± 1	2.5±0.3	353±15	6.1±0.5	396±10
5	0.7±0.2	93± 3	1.4±0.3	96± 2	0.5±0.2	360±35	1.7±0.3	401±16
6	0.3±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-	0.4±0.1	383±24
7	0.0±0.0	-±-	0.1±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-
8	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
9	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
10	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
11	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
12	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Omitted	8.5±0.7	99± 1	5.1±0.6	100± 1	7.8±0.6	451± 8	5.0±0.5	495±10

Based on group 0: Everybody.

Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

P302
Age of oldest child

10th Grade: Q25A

9th Grade: Q43

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Less than one year		5.3±0.6	98± 1	3.5±0.5	101± 1	5.5±0.5	455±12	2.7±0.4	476±13
1		5.0±0.5	100± 1	3.0±0.4	99± 2	4.3±0.4	433±12	2.7±0.4	493±14
2		6.4±0.6	100± 1	3.8±0.5	130± 1	4.6±0.5	437±13	3.0±0.4	509±14
3		6.5±0.6	98± 1	4.9±0.5	101± 1	5.7±0.5	456±11	5.1±0.5	488±11
4		7.2±0.6	98± 1	5.5±0.6	101± 1	7.4±0.6	427± 9	6.5±0.5	484±10
5		7.7±0.7	95± 1	5.9±0.6	99± 1	8.7±0.6	440± 9	7.0±0.6	476± 9
6		7.4±0.6	96± 1	7.5±0.7	97± 1	6.8±0.5	410± 9	7.3±0.6	456± 8
7		6.2±0.6	97± 1	9.2±0.7	97± 1	5.7±0.5	411±10	8.1±0.6	453± 8
8		5.3±0.6	94± 1	9.8±0.8	96± 1	7.0±0.6	392± 9	9.1±0.6	434± 9
9		4.8±0.5	96± 1	10.6±0.8	94± 1	6.1±0.5	393±10	8.5±0.6	426± 8
10		3.0±0.4	96± 1	8.2±0.7	94± 1	2.8±0.4	373±15	6.8±0.6	412± 8
11		1.0±0.2	94± 3	4.6±0.5	92± 1	1.6±0.3	344±21	5.6±0.5	400±10
12		0.4±0.2	-±-	1.6±0.3	93± 2	0.8±0.2	352±22	3.5±0.4	352±12
13		0.0±0.0	96± 5	0.3±0.1	-±-	0.4±0.1	334±35	1.3±0.3	349±19
14		0.2±0.1	-±-	0.1±0.1	-±-	0.2±0.1	-±-	0.1±0.1	-±-
15		0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
Omitted		33.7±1.2	99± 0	21.7±1.0	100± 1	32.4±1.0	458± 5	22.6±0.9	484± 5
Based on group 0: Everybody.	Mean		98		97		432		455
	Raw N	10,842		10,950		11,625		11,417	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	1,625		1,550		2,103		2,036	

P304
Age at birth of oldest child

10th Grade: Generated

9th Grade: Generated

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
13	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
14	0.0±0.0	-±-	0.0±0.0	99± 3	0.0±0.0	395±39	0.1±0.1	-±-
15	0.0±0.0	95± 3	0.3±0.1	-±-	0.2±0.1	-±-	0.4±0.1	313±51
16	0.1±0.1	-±-	0.6±0.2	92± 2	0.4±0.1	-±-	1.8±0.3	362±18
17	0.8±0.2	97± 3	2.9±0.4	93± 2	0.6±0.2	370±32	4.1±0.4	389±13
18	1.5±0.3	96± 2	5.9±0.6	94± 1	1.6±0.3	359±22	6.5±0.5	408± 8
19	2.7±0.4	97± 1	9.8±0.8	94± 1	3.8±0.4	421±13	7.9±0.6	422± 8
20	5.1±0.5	95± 1	10.5±0.8	97± 1	5.7±0.5	396±10	10.4±0.7	437± 8
21	5.7±0.6	96± 1	10.0±0.8	96± 1	6.9±0.6	402± 9	7.8±0.6	440± 8
22	7.7±0.7	96± 1	8.7±0.7	95± 1	6.9±0.6	395±10	7.8±0.6	440± 9
23	8.0±0.7	95± 1	6.4±0.6	99± 1	8.1±0.6	430± 9	7.3±0.6	472± 9
24	6.3±0.6	96± 1	5.6±0.6	99± 1	7.9±0.6	433± 9	6.8±0.6	474±10
25	7.0±0.6	98± 1	5.3±0.6	99± 1	6.4±0.5	439±10	6.2±0.5	509± 9
26	6.6±0.6	100± 1	3.9±0.5	101± 1	5.7±0.5	440±11	3.3±0.4	475±14
27	5.9±0.6	99± 1	3.3±0.5	99± 1	4.5±0.5	438±13	2.6±0.4	480±15
28	4.5±0.5	100± 1	2.5±0.4	101± 2	3.9±0.4	435±13	2.3±0.3	493±14
29	3.2±0.4	97± 2	1.3±0.3	103± 2	3.2±0.4	448±15	1.2±0.2	485±17
30	0.4±0.2	93± 3	0.2±0.1	-±-	0.4±0.1	318±34	0.2±0.1	-±-
31	0.1±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-	0.0±0.0	-±-
No children	19.9±1.0	99± 1	12.9±0.9	100± 1	19.5±0.9	467± 6	14.7±0.8	486± 6
Omitted	14.4±0.9	98± 1	9.8±0.8	99± 1	13.9±0.8	438± 7	8.6±0.6	473± 9

Based on group 0: Everybody.	Mean		98		97		432		455
	Raw N	10,842		10,950		11,625		11,417	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	1,625		1,550		2,103		2,036	

P309 10th Grade: Q25D 9th Grade: Q46

How many children (including adopted children, stepchildren, and foster children, if any) are now living in your household?

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
0	25.2±1.1	99± 1	13.9±0.9	100± 1	24.5±0.9	457± 5	15.7±0.8	480± 6
1	20.7±1.0	98± 1	18.5±1.0	98± 1	21.3±0.9	434± 6	18.8±0.9	468± 6
2	28.0±1.1	97± 0	36.0±1.2	97± 0	28.6±1.0	423± 5	35.0±1.1	453± 4
3	10.4±0.8	95± 1	17.0±1.0	95± 1	11.9±0.7	399± 7	15.0±0.8	431± 6
4	3.2±0.4	97± 1	5.5±0.6	95± 1	2.6±0.3	361±15	6.0±0.5	399±10
5	0.9±0.2	96± 2	1.7±0.3	97± 2	0.6±0.2	337±22	1.6±0.3	400±19
6	0.3±0.1	-±-	0.2±0.1	-±-	0.1±0.1	-±-	0.5±0.2	376±23
7	0.0±0.0	-±-	0.1±0.1	-±-	0.1±0.1	-±-	0.0±0.0	-±-
8	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
9	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
10	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
11	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
12	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Omitted	11.3±0.8	99± 1	7.1±0.7	99± 1	10.3±0.7	456± 8	7.5±0.6	484± 9

Based on group 0: Everybody.

Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

P311 10th Grade: Q26B 9th Grade: Q48

How many children do you EXPECT to have (including any you now have)?

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
0	9.5±0.7	97± 1	9.2±0.7	98± 1	5.8±0.5	469±11	6.5±0.5	486±10
1	7.6±0.7	97± 1	8.5±0.7	96± 1	9.8±0.6	427± 9	10.0±0.7	450± 8
2	42.4±1.2	98± 0	42.1±1.3	98± 0	43.9±1.1	440± 4	42.7±1.1	462± 4
3	18.0±1.0	96± 1	21.8±1.0	96± 1	19.0±0.9	409± 6	19.5±0.9	443± 5
4	6.2±0.6	97± 1	7.1±0.7	96± 1	6.3±0.5	412±11	8.2±0.6	421± 9
5	1.5±0.3	96± 2	1.8±0.3	96± 2	1.1±0.2	403±22	2.1±0.3	410±18
6	0.7±0.2	95± 4	0.5±0.2	99± 3	0.4±0.1	382±36	0.8±0.2	419±26
7	0.1±0.1	-±-	0.2±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-
8	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-
9	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
10	0.0±0.0	-±-	0.1±0.1	-±-	0.1±0.1	-±-	0.0±0.0	-±-
11	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
12	0.1±0.1	-±-	0.0±0.1	-±-	0.0±0.0	±	0.0±0.0	-±-
Omitted	13.9±0.9	98± 1	8.7±0.7	99± 1	13.5±0.7	443± 8	9.9±0.7	472± 8

Based on group 0: Everybody.

Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

P312 10th Grade: Q26A 9th Grade: Q47

What do you think is the IDEAL size of family--a husband, a wife, and how many children?

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
0		2.4±0.4	99± 2	1.7±0.3	96± 2	2.3±0.3	432±16	1.3±0.3	435±23
1		3.0±0.4	97± 2	2.4±0.4	98± 2	3.6±0.4	435±15	2.9±0.4	457±17
2		45.9±1.2	98± 0	43.1±1.3	98± 0	55.9±1.1	443± 3	58.8±1.1	461± 3
3		14.2±0.9	96± 1	16.9±1.0	97± 1	16.8±0.8	413± 6	15.9±0.8	446± 6
4		16.7±0.9	97± 1	19.7±1.0	97± 1	4.5±0.4	395±11	7.0±0.6	415± 9
5		4.0±0.5	95± 1	5.4±0.6	97± 1	0.6±0.2	398±27	0.5±0.2	375±29
6		1.7±0.3	98± 2	2.9±0.4	96± 1	0.3±0.1	384±34	0.4±0.1	482±37
7		0.3±0.1	100± 4	0.3±0.1	100± 2	0.0±0.0	525±39	0.0±0.0	445±43
8		0.3±0.1	-±-	0.1±0.1	98± 2	0.1±0.1	-±-	0.2±0.1	-±-
9		0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-
10		0.0±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
11		0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
12		0.2±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-
Omitted		11.2±0.8	98± 1	7.3±0.7	99± 1	15.8±0.8	426± 7	12.9±0.7	464± 8
Based on group 0: Everybody.	Mean		98		97		432		455
	Raw N	10,842		10,950		11,625		11,417	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	1,625		1,550		2,103		2,036	

P313 10th Grade: Q26C 9th Grade: Q49

Given the circumstances of your life, how many children IN ALL would you really consider most desirable for you and your husband or wife?

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
0		3.4±0.5	99± 2	3.1±0.5	99± 2	3.8±0.5	467±14	4.0±0.5	498±13
1		6.9±0.7	97± 1	6.5±0.7	96± 1	7.5±0.7	436±12	7.5±0.7	468±10
2		52.8±1.4	98± 0	50.3±1.4	98± 0	51.3±1.2	437± 4	51.2±1.3	461± 4
3		17.4±1.1	96± 1	22.2±1.2	97± 1	20.3±1.0	414± 6	20.0±1.0	448± 6
4		7.6±0.7	97± 1	9.0±0.8	98± 1	7.2±0.6	406±11	8.4±0.7	435±10
5		1.2±0.3	97± 4	1.8±0.4	95± 1	1.0±0.2	371±23	2.0±0.4	391±17
6		1.3±0.3	97± 2	0.6±0.2	102± 3	0.6±0.2	398±28	1.0±0.2	427±27
7		0.1±0.1	-±-	0.3±0.2	-±-	0.1±0.1	-±-	0.2±0.1	-±-
8		0.0±0.1	107± 4	0.1±0.1	-±-	0.1±0.1	-±-	0.1±0.1	-±-
9		0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
10		0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-
11		0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
12		0.0±0.1	97± 3	0.1±0.1	-±-	0.2±0.1	-±-	0.0±0.0	401±70
Omitted		9.2±0.8	97± 1	6.1±0.7	99± 1	7.8±0.7	440±12	5.7±0.6	454±12
Based on group 5: Those married when responding.	Mean		97		98		430		456
	Raw N	8,329		8,751		8,696		8,684	
	Wtd N (Pct.)	816,528	(78%)	858,637	(81%)	880,816	(77%)	856,509	(78%)
	Effective N	1,260		1,228		1,609		1,551	

P332
Number of pairs of twins born

10th Grade: Q25B

9th Grade: Q44

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
0	99.0±0.2	98± 0	98.6±0.3	97± 0	99.2±0.2	432± 3	98.4±0.3	455± 3
1	1.0±0.2	101± 2	1.4±0.3	99± 2	0.8±0.2	405±27	1.6±0.3	422±15
2 or more	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Omitted	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

P333
Number of sets of triplets born

10th Grade: Q25B

9th Grade: Q44

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
0	100.0±0.0	98± 0	100.0±0.0	97± 0	100.0±0.0	432± 3	100.0±0.0	455± 3
1	0.0±0.0	100± 4	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
2 or more	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Omitted	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

P344
Number of sets of quadruplets born

10th Grade: Q25B

9th Grade: Q44

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
0	99.9±0.1	98± 0	100.0±0.0	97± 0	100.0±0.0	432± 3	99.9±0.1	455± 3
1	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
2 or more	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-
Omitted	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Based on group 0: Everybody. Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

PERSONAL: VALUES & QUALITY OF LIFE

P401 10th Grade: Q23 9th Grade: Omitted

Most people have "second thoughts" later on, about some decisions they have made. What would you have done differently in the light of what you now know? (Mark as many as apply.)

	10th GRADE			
	Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES
I would have graduated from high school instead of dropping out.	5.4±0.6	94± 1	6.4±0.6	92± 1
I would have taken a vocational program instead of an academic program.	6.6±0.6	96± 1	5.4±0.6	97± 1
I would have taken a different vocational program in high school from the one I took.	2.8±0.4	95± 2	2.1±0.4	97± 1
Instead of taking a vocational program in high school I would have taken. (Mark one)	4.9±0.5	97± 1	4.4±0.5	98± 1
1. An academic or college-prep program.	3.8±0.5	97± 1	3.7±0.5	98± 1
2. A general program.	0.5±0.2	95± 2	0.5±0.2	95± 2
3. Other.	0.5±0.2	98± 3	0.2±0.1	94± 3
I would have combined work and school.	2.2±0.4	97± 1	2.4±0.4	93± 1
I would not have worked and gone to school at the same time.	2.6±0.4	98± 1	1.4±0.3	96± 2
I would have taken additional educational training after high school to prepare me for a better job.	6.0±0.6	94± 1	9.6±0.7	95± 1
I would have gone to college.	12.3±0.8	94± 1	17.9±1.0	95± 1
I would never have gone to college.	1.5±0.3	96± 2	0.8±0.2	103± 2
I would have selected a different college from the one I attended.	4.5±0.5	103± 1	4.0±0.5	105± 1
I would have chosen a different major field in college.	6.6±0.6	103± 1	6.0±0.6	104± 1
I would not have dropped out of college.	5.9±0.6	99± 1	5.1±0.6	101± 1
I would have gone to graduate school.	2.2±0.4	101± 1	2.4±0.4	103± 1
I would not have gone to graduate school.	0.4±0.2	102± 4	0.1±0.1	102± 2
I would have gone into some other line of work.	3.5±0.5	100± 1	5.9±0.6	99± 1
I would have gotten married.	0.5±0.2	98± 3	0.9±0.2	93± 2
I wouldn't have gotten married when I did.	7.6±0.7	97± 1	16.4±0.9	97± 1
Other.	17.1±0.9	98± 1	13.6±0.9	99± 1
I wouldn't have done any of the above differently.	34.9±1.2	98± 0	34.0±1.2	97± 0
Based on group 0: Everybody. Mean		98		97
Raw N	10,842		10,950	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)
Effective N	1,625		1,550	

P411 10th Grade: Omitted 9th Grade: Q62A

We have listed below 15 areas which could be related to how satisfied you are with your life. Please rate how importan
each of these areas is to you:

Response category: Of greatest importance to me.

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Material well-being, standard of living, financial security	52.1±1.1	415± 4	44.4±1.1	427± 4
Health, health care, and personal safety.	84.7±0.8	430± 3	88.7±0.7	455± 3
Personal relationships with husband or wife (boyfriend or girlfriend).	81.2±0.8	433± 3	83.2±0.8	460± 3
Having and raising children.	62.5±1.1	416± 3	70.3±1.0	445± 3
Personal relationships with parents, siblings, and other relatives.	46.5±1.1	420± 4	60.1±1.1	449± 3
Personal relationships with close friends.	43.4±1.1	437± 4	49.1±1.1	459± 4
Helping others (not including relatives and friends), church, club, and volunteer activities.	26.6±1.0	415± 5	33.5±1.0	429± 4
Political and civic activities.	9.3±0.6	415± 9	7.9±0.6	427±10
Learning; increasing knowledge and ability.	63.8±1.0	439± 3	60.0±1.1	457± 3
Personal understanding, maturity, insight and inspiration.	64.1±1.0	441± 3	71.5±1.0	463± 3
Occupation or job.	68.6±1.0	423± 3	52.0±1.1	447± 4
Personal accomplishment; using creativity.	56.4±1.1	439± 4	50.0±1.1	461± 4
Socializing, communicating, entertaining others.	23.0±0.9	419± 6	26.1±1.0	440± 5
Participation in active recreation (sports, travel, hobbies, etc.)	42.4±1.1	426± 4	32.9±1.0	446± 4
Participation in observational and passive recreation (reading, TV, movies, etc.)	21.4±0.9	410± 6	27.9±1.0	439± 5
Based on group 0: Everybody. Mean		432		455
Raw N	11,625		11,417	
Wtd N (Pct.)	1,143,918	(100%)	1,098,089	(100%)
Effective N	2,111		2,045	

P412 10th Grade: Omitted 9th Grade: Q63A

How please go back and rate how satisfied you are with your life in each of these 15 areas:

Response categories: Somewhat or very dissatisfied.

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Material well-being, standard of living, financial security	10.4±0.7	420± 9	7.7±0.6	431±11
Health, health care, and personal safety.	2.9±0.4	438±17	3.9±0.4	421±14
Personal relationships with husband or wife (boyfriend or girlfriend).	5.6±0.5	470±13	6.1±0.5	463±10
Having and raising children.	6.1±0.5	454±11	5.2±0.5	462±12
Personal relationships with parents, siblings, and other relatives.	4.9±0.5	448±13	5.5±0.5	463±11
Personal relationships with close friends.	3.4±0.4	470±14	2.0±0.3	436±21
Helping others (not including relatives and friends), church, club, and volunteer activities.	10.3±0.7	434± 8	9.0±0.6	456± 9
Political and civic activities.	19.6±0.9	428± 6	16.2±0.8	454± 6
Learning; increasing knowledge and ability.	9.9±0.7	420± 9	13.4±0.8	456± 7
Personal understanding, maturity, insight and inspiration.	4.0±0.4	434±14	4.5±0.5	468±13
Occupation or job.	10.3±0.7	437± 9	7.7±0.6	454± 9
Personal accomplishment; using creativity.	7.5±0.6	450± 9	8.4±0.6	461± 9
Socializing, communicating, entertaining others.	6.0±0.5	445±12	5.6±0.5	458±11
Participation in active recreation (sports, travel, hobbies, etc.)	8.2±0.6	444± 9	10.1±0.7	475± 8
Participation in observational and passive recreation (reading, TV, movies, etc.)	6.1±0.5	448±10	4.3±0.5	460±11

P413 10th Grade: Q30 9th Grade: Omitted

For each of the aspects shown below, how has your life been, in comparison with what you expected when you were in high school?

		MARRIAGE				CHILDREN			
		10th GRADE				10th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES
not going well at all		2.5±0.4	100± 1	3.6±0.5	94± 1	0.6±0.2	98± 3	1.3±0.3	97± 2
not quite as good as I expected		4.6±0.5	98± 1	7.9±0.7	97± 1	2.8±0.4	96± 1	6.0±0.6	97± 1
about as good as I expected		17.7±0.9	98± 1	16.9±1.0	97± 1	15.8±0.9	98± 1	18.1±1.0	97± 1
somevaht better than I expected		12.5±0.8	99± 1	12.6±0.8	99± 1	9.4±0.7	98± 1	10.6±0.8	98± 1
much better than I expected		15.5±0.9	98± 1	19.8±1.0	98± 1	14.3±0.9	98± 1	17.6±1.0	99± 1
I had no expectations		9.7±0.7	98± 1	10.2±0.8	97± 1	10.7±0.8	98± 1	11.1±0.8	97± 1
not applicable		7.7±0.7	99± 1	5.2±0.6	99± 1	15.2±0.9	100± 1	9.7±0.8	100± 1
Omitted		29.8±1.1	96± 1	23.8±1.1	97± 1	31.3±1.2	96± 1	25.5±1.1	96± 1
Based on group 0: Everybody.	Mean		98		97		98		97
	Raw N	10,842		10,950		10,842		10,950	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,046,831	(100%)	1,060,046	(100%)
	Effective N	1,625		1,550		1,625		1,550	

P413 10th Grade: Q32 9th Grade: Omitted

		OCCUPATION				HOBBIES/ACTIVE RECREATIONAL ACTIVITIES			
		10th GRADE				10th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES
not going well at all		1.7±0.3	99± 2	1.4±0.3	97± 2	1.5±0.3	97± 2	1.2±0.3	100± 2
not quite as good as I expected		8.9±0.7	98± 1	7.9±0.7	98± 1	5.9±0.6	98± 1	6.1±0.6	98± 1
about as good as I expected		16.7±0.9	98± 1	20.8±1.0	98± 1	25.9±1.1	98± 0	23.4±1.1	98± 1
somevaht better than I expected		19.6±1.0	99± 1	12.0±0.8	98± 1	14.2±0.9	99± 1	12.9±0.9	98± 1
much better than I expected		14.9±0.9	97± 1	12.0±0.8	99± 1	9.4±0.7	99± 1	11.9±0.8	100± 1
I had no expectations		7.8±0.7	98± 1	10.1±0.8	98± 1	8.9±0.7	97± 1	12.6±0.8	97± 1
not applicable		0.7±0.2	100± 2	10.1±0.8	97± 1	1.9±0.3	98± 2	3.1±0.4	96± 1
Omitted		29.6±1.1	96± 1	25.7±1.1	96± 1	32.3±1.2	97± 1	28.8±1.1	96± 1
Based on group 0: Everybody.	Mean		98		97		98		97
	Raw N	10,842		10,950		10,842		10,950	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,046,831	(100%)	1,060,046	(100%)
	Effective N	1,625		1,550		1,625		1,550	

P413 10th Grade: Q34 9th Grade: Omitted

		SOCIAL LIFE				INTELLECTUAL DEVELOPMENT			
		10th GRADE				10th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES
not going well at all		1.0±0.2	97± 2	1.7±0.3	95± 1	0.6±0.2	97± 2	1.4±0.3	97± 2
not quite as good as I expected		5.7±0.6	99± 1	7.4±0.7	98± 1	7.6±0.7	97± 1	10.1±0.8	97± 1
about as good as I expected		31.5±1.2	98± 0	27.3±1.1	98± 0	27.4±1.1	98± 0	26.8±1.1	98± 0
somewaht better than I expected		14.0±0.9	99± 1	14.3±0.9	97± 1	15.6±0.9	99± 1	14.6±0.9	98± 1
much better than I expected		7.7±0.7	98± 1	11.2±0.8	100± 1	9.4±0.7	100± 1	9.8±0.8	101± 1
I had no expectations		8.4±0.7	97± 1	10.1±0.8	98± 1	7.4±0.6	97± 1	9.8±0.8	97± 1
not applicable		0.4±0.2	99± 4	0.6±0.2	98± 3	0.6±0.2	97± 3	0.5±0.2	96± 3
Omitted		31.3±1.2	97± 1	27.4±1.1	96± 1	31.5±1.2	96± 1	27.0±1.1	96± 1
Based on group 0:	Mean		98		97		98		97
Everybody.	Raw N	10,842		10,950		10,842		10,950	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,046,831	(100%)	1,060,046	(100%)
	Effective N	1,625		1,550		1,625		1,550	

P413 10th Grade: Q36 9th Grade: Omitted

		STANDARD OF LIVING			
		10th GRADE			
		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES
not going well at all		1.1±0.3	98± 2	0.9±0.2	96± 2
not quite as good as I expected		6.2±0.6	98± 1	6.5±0.6	97± 1
about as good as I expected		22.9±1.0	99± 0	22.6±1.1	98± 1
somewaht better than I expected		21.1±1.0	98± 1	17.4±1.0	97± 1
much better than I expected		12.1±0.8	97± 1	17.8±1.0	99± 1
I had no expectations		5.7±0.6	98± 1	8.6±0.7	97± 1
not applicable		0.2±0.1	96± 4	0.3±0.1	101± 4
Omitted		30.6±1.1	96± 1	25.9±1.1	96± 1
Based on group 0:	Mean		98		97
Everybody.	Raw N	10,842		10,950	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)
	Effective N	1,625		1,550	

P414 10th Grade: Q37 9th Grade: Omitted

On the whole, how has your life been, in comparison with what you expected when you were in high school?

		10th GRADE			
		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES
Not going well at all		1.1±0.3	95± 3	1.0±0.3	94± 2
Not quite as good as I expected		8.0±0.7	98± 1	8.6±0.7	98± 1
About the same as I expected		21.6±1.0	98± 1	22.8±1.1	98± 1
Somewhat better than I expected		25.6±1.1	98± 1	23.0±1.1	98± 1
Much better than I expected		15.7±0.9	98± 1	22.1±1.1	98± 1
I didn't have any particular expectations		21.2±1.0	97± 1	19.0±1.0	97± 1
Omitted		6.9±0.6	96± 1	3.5±0.5	96± 1
Based on group 0:	Mean		98		97
Everybody.	Raw N	10,842		10,950	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)
	Effective N	1,625		1,550	

PERSONAL: HEALTH

P601 10th Grade: Q40A 9th Grade: Omitted

What is the general state of your health?

		10th GRADE			
		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES
Very poor		0.2±0.1	-±-	0.2±0.1	-±-
Rather poor		0.5±0.2	90± 3	1.3±0.3	98± 3
Fair		2.9±0.4	95± 1	3.9±0.5	96± 1
Good		39.1±1.2	97± 0	43.6±1.3	97± 0
Excellent		56.2±1.2	99± 0	49.7±1.3	98± 0
Omitted		1.2±0.3	97± 2	1.3±0.3	96± 1
Based on group 0:	Mean		98		97
Everybody.	Raw N	10,842		10,950	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)
	Effective N	1,625		1,550	

P602 10th Grade: Q40B 9th Grade: Q68

Do you have any chronic (long-term) health condition or physical handicap that keeps you from doing some things you would like to do?

		10th GRADE				9th GRADE			
		Males		Females		Males		Females	
		Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Yes, my health is a serious handicap.		1.7±0.3	96± 2	1.1±0.3	98± 3	2.3±0.3	392±17	3.1±0.4	402±15
Yes, but nothing important.		7.4±0.6	98± 1	8.1±0.7	99± 1	9.5±0.6	452± 9	8.3±0.6	467± 8
No.		88.5±0.8	98± 0	88.6±0.8	97± 0	85.5±0.8	432± 3	86.1±0.8	456± 3
Omitted		2.4±0.4	95± 1	2.2±0.4	97± 1	2.7±0.4	404±17	2.5±0.3	434±16
Based on group 0:	Mean		98		97		432		455
Everybody.	Raw N	10,842		10,950		11,625		11,417	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	1,625		1,550		2,103		2,036	

P612
How tall are you? (In feet and inches)

10th Grade: Q418

9th Grade: Q64

	10th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
4 feet 6 inches and under	0.7±0.2	98± 3	1.0±0.2	99± 2	0.4±0.1	443±53	0.5±0.2	398±21
4 feet 7 inches	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
4 feet 8 inches	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-
4 feet 9 inches	0.0±0.0	-±-	0.1±0.1	-±-	0.0±0.0	-±-	0.1±0.1	-±-
4 feet 10 inches	0.0±0.0	-±-	0.2±0.1	-±-	0.0±0.0	-±-	0.4±0.1	425±38
4 feet 11 inches	0.0±0.0	-±-	1.0±0.3	98± 2	0.1±0.1	-±-	1.6±0.3	420±18
5 feet	0.1±0.1	-±-	3.9±0.5	97± 1	0.1±0.1	-±-	4.3±0.4	445±14
5 feet 1 inch	0.0±0.0	-±-	5.1±0.6	97± 1	0.1±0.1	-±-	4.2±0.4	429±11
5 feet 2 inches	0.1±0.1	-±-	11.4±0.8	96± 1	0.2±0.1	-±-	11.7±0.7	444± 7
5 feet 3 inches	0.3±0.1	97± 4	12.6±0.8	97± 1	0.2±0.1	-±-	13.0±0.7	451± 7
5 feet 4 inches	0.9±0.2	92± 2	15.5±0.9	98± 1	0.7±0.2	461±25	16.0±0.8	455± 6
5 feet 5 inches	1.5±0.3	95± 2	12.7±0.8	99± 1	1.4±0.3	371±26	11.6±0.7	456± 7
5 feet 6 inches	3.3±0.4	97± 2	14.3±0.9	96± 1	4.2±0.4	420±13	12.6±0.7	458± 7
5 feet 7 inches	4.7±0.5	98± 1	8.7±0.7	97± 1	5.3±0.5	401±12	9.2±0.6	466± 9
5 feet 8 inches	9.5±0.7	96± 1	6.4±0.6	100± 1	9.7±0.6	421± 9	5.9±0.5	475±11
5 feet 9 inches	10.3±0.8	97± 1	3.3±0.5	96± 1	9.5±0.6	437± 9	2.4±0.3	457±15
5 feet 10 inches	12.5±0.8	98± 1	1.3±0.3	99± 2	14.0±0.8	445± 7	1.6±0.3	474±18
5 feet 11 inches	13.9±0.9	97± 1	0.6±0.2	104± 2	14.6±0.8	443± 7	0.6±0.2	506±32
6 feet	18.1±1.0	99± 1	0.2±0.1	-±-	15.3±0.8	436± 7	0.3±0.1	450±39
6 feet 1 inch	9.4±0.7	98± 1	0.0±0.0	-±-	7.9±0.6	413± 9	0.1±0.1	-±-
6 feet 2 inches	6.2±0.6	98± 1	0.1±0.1	-±-	6.7±0.5	446±11	0.0±0.0	384±54
6 feet 3 inches	3.1±0.4	99± 1	0.0±0.0	-±-	3.1±0.4	433±14	0.0±0.0	-±-
6 feet 4 inches	2.0±0.3	99± 2	0.0±0.0	-±-	2.4±0.3	431±18	0.0±0.0	-±-
6 feet 5 inches	0.7±0.2	99± 4	0.0±0.0	-±-	0.6±0.2	448±26	0.0±0.0	-±-
6 feet 6 inches	0.3±0.1	-±-	0.0±0.1	-±-	0.5±0.1	497±17	0.0±0.0	-±-
6 feet 7 inches	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
6 feet 8 inches	0.0±0.0	-±-	0.0±0.0	-±-	0.1±0.1	-±-	0.1±0.1	-±-
6 feet 9 inches	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
6 feet 10 inches	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
6 feet 11 inches	0.1±0.1	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
7 feet and over	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-	0.0±0.0	-±-
Omitted	2.1±0.4	96± 2	1.6±0.3	95± 1	3.0±0.4	424±18	3.6±0.4	472±14

Based on group 0: Everybody.								
Mean		98		97		432		455
Raw N	10,842		10,950		11,625		11,417	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	1,625		1,550		2,103		2,036	

Weight P611 10th Grade: Q41A 9th Grade: Omitted

	10th GRADE			
	Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES
90 or less	0.0±0.0	-±-	1.8±0.3	101± 2
100 - 109	0.0±0.1	-±-	7.5±0.7	98± 1
110 - 119	0.3±0.1	90± 3	18.8±1.0	98± 1
120 - 129	1.2±0.3	98± 3	20.0±1.0	99± 1
130 - 139	2.4±0.4	98± 1	18.6±1.0	98± 1
140 - 149	6.7±0.6	97± 1	10.4±0.8	96± 1
150 - 159	9.9±0.7	98± 1	6.7±0.6	95± 1
160 - 169	15.1±0.9	98± 1	3.7±0.5	97± 1
170 - 179	16.2±0.9	98± 1	2.9±0.4	94± 1
180 - 189	16.2±0.9	97± 1	1.1±0.3	94± 2
190 - 199	10.1±0.7	98± 1	0.8±0.2	91± 2
200 - 209	6.5±0.6	99± 1	0.6±0.2	97± 2
210 - 219	4.3±0.5	97± 1	0.2±0.1	94± 3
220 - 229	3.4±0.4	95± 2	0.2±0.1	-±-
230 - 239	1.6±0.3	98± 2	0.2±0.1	-±-
240 - 249	0.8±0.2	101± 2	0.1±0.1	-±-
250 - 259	0.9±0.2	97± 2	0.1±0.1	-±-
260 - 269	0.4±0.2	97± 2	0.1±0.1	-±-
270 - 279	0.3±0.1	-±-	0.0±0.0	-±-
280 - 289	0.1±0.1	-±-	0.1±0.1	-±-
290 - 299	0.1±0.1	-±-	0.0±0.0	-±-
300 - 309	0.1±0.1	99± 3	0.0±0.0	-±-
310 - 319	0.0±0.0	-±-	0.0±0.0	-±-
320 - 329	0.1±0.1	-±-	0.0±0.0	-±-
330 - 339	0.0±0.1	-±-	0.0±0.0	-±-
340 - 349	0.0±0.0	-±-	0.0±0.0	-±-
350 - 359	0.0±0.0	-±-	0.0±0.0	-±-
360 or more	0.1±0.1	-±-	0.0±0.0	-±-
Omitted	3.3±0.4	96± 1	6.1±0.6	96± 1

Based on group 0: Everybody.					
	Mean		98		97
	Raw N	10,842		10,950	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)
	Effective N	1,625		1,550	

Fb21 10th Grade: Q39A 9th Grade: Omitted

About how much time do you normally spend EACH WEEK on the activities listed below? (NOTE THAT THE SAME ACTIVITY MAY BE INCLUDED IN MORE THAN ONE CATEGORY.)

	10th GRADE				10th GRADE			
	WALKING				OTHER PHYSICAL EXERCISE			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES
None	9.6±0.7	97± 1	8.4±0.7	95± 1	19.0±1.0	97± 1	22.2±1.1	97± 1
Under 1 hour per week	9.8±0.7	98± 1	11.0±0.8	97± 1	10.2±0.8	99± 1	12.3±0.8	98± 1
1 - 2 hours per week	12.6±0.8	99± 1	14.8±0.9	98± 1	11.9±0.8	99± 1	13.9±0.9	98± 1
2 - 5 hours per week	16.4±0.9	100± 1	20.4±1.0	99± 1	16.8±0.9	98± 1	18.8±1.0	98± 1
5 -10 hours per week	10.7±0.8	99± 1	13.1±0.9	99± 1	10.8±0.8	99± 1	10.1±0.8	98± 1
10-20 hours per week	9.2±0.7	96± 1	8.8±0.7	97± 1	4.4±0.5	98± 1	3.3±0.5	99± 1
20-40 hours per week	8.0±0.7	97± 1	6.5±0.6	96± 1	3.4±0.4	97± 1	2.8±0.4	97± 2
40-80 hours per week	4.6±0.5	94± 1	2.7±0.4	96± 1	2.1±0.4	96± 2	0.6±0.2	94± 3
More than 80 hours per week	0.5±0.2	98± 2	0.8±0.2	95± 2	0.3±0.1	98± 2	0.2±0.1	-±-
Omitted	18.6±1.0	96± 1	13.5±0.9	97± 1	21.2±1.0	96± 1	15.6±0.9	96± 1

	PHYSICAL EXERCISE FOR RECREATION				OTHER RECREATION			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES
None	11.3±0.8	96± 1	16.6±0.9	96± 1	8.3±0.7	96± 1	8.1±0.7	97± 1
Under 1 hour per week	8.7±0.7	98± 1	11.9±0.8	97± 1	6.1±0.6	97± 1	6.8±0.6	96± 1
1 - 2 hours per week	14.3±0.9	98± 1	14.6±0.9	98± 1	11.6±0.8	97± 1	12.7±0.8	97± 1
2 - 5 hours per week	23.1±1.0	99± 1	22.1±1.1	99± 1	23.8±1.1	98± 1	27.1±1.1	97± 1
5 -10 hours per week	14.1±0.9	99± 1	13.2±0.9	98± 1	17.3±0.9	99± 1	17.8±1.0	98± 1
10-20 hours per week	6.1±0.6	98± 1	4.8±0.5	98± 1	7.2±0.6	100± 1	8.2±0.7	99± 1
20-40 hours per week	2.0±0.3	97± 2	1.1±0.3	99± 3	1.8±0.3	99± 2	1.6±0.3	99± 2
40-80 hours per week	0.2±0.1	-±-	0.2±0.1	-±-	0.6±0.2	100± 3	0.3±0.1	-±-
More than 80 hours per week	0.0±0.1	95± 3	0.0±0.0	87± 4	0.0±0.0	98± 3	0.0±0.0	93± 3
Omitted	20.1±1.0	96± 1	15.4±0.9	96± 1	23.3±1.0	96± 1	17.4±1.0	97± 1

	WORK				WATCHING TELEVISION			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES
None	1.4±0.3	102± 2	27.4±1.1	98± 1	3.3±0.4	99± 2	3.6±0.5	99± 2
Under 1 hour per week	0.1±0.1	-±-	0.1±0.1	-±-	3.6±0.5	95± 2	3.4±0.5	100± 2
1 - 2 hours per week	0.2±0.1	100± 2	0.2±0.1	102± 4	5.4±0.6	100± 1	5.7±0.6	98± 1
2 - 5 hours per week	0.4±0.2	104± 3	0.9±0.2	101± 2	15.4±0.9	100± 1	14.3±0.9	99± 1
5 -10 hours per week	0.5±0.2	95± 2	1.8±0.3	99± 1	21.9±1.0	99± 1	22.1±1.1	98± 1
10-20 hours per week	0.7±0.2	102± 2	3.9±0.5	99± 1	23.3±1.0	97± 1	24.6±1.1	97± 0
20-40 hours per week	14.2±0.9	98± 1	18.8±1.0	98± 1	8.0±0.7	94± 1	10.8±0.8	96± 1
40-80 hours per week	61.1±1.2	98± 0	23.5±1.1	97± 1	0.4±0.2	97± 3	1.7±0.3	95± 2
More than 80 hours per week	1.6±0.3	99± 2	2.5±0.4	96± 1	0.1±0.1	-±-	0.3±0.1	101± 4
Omitted	19.9±1.0	96± 1	20.9±1.0	97± 1	18.7±1.0	96± 1	13.4±0.9	96± 1
Based on group 0: Everybody. Mean		98		97		98		97
Raw N	10,842		10,950		10,842		10,950	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)	1,046,831	(100%)	1,060,046	(100%)
Effective N	1,625		1,550		1,625		1,550	

P621

10th Grade: Q39G, 9th Grade: Omitted

	10th GRADE							
	READING IN CONNECTION WITH MY WORK				OTHER READING (RECREATIONAL, ETC.)			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES
None	20.0±1.0	95± 1	40.6±1.2	97± 0	6.4±0.6	95± 1	5.7±0.6	93± 1
Under 1 hour per week	7.9±0.7	97± 1	7.6±0.7	99± 1	11.0±0.8	97± 1	6.0±0.6	97± 1
1 - 2 hours per week	10.7±0.8	98± 1	7.3±0.7	99± 1	15.6±0.9	98± 1	13.3±0.9	97± 1
2 - 5 hours per week	15.5±0.9	99± 1	9.1±0.7	99± 1	25.9±1.1	99± 1	23.8±1.1	98± 1
5 -10 hours per week	12.1±0.8	100± 1	5.6±0.6	101± 1	14.8±0.9	99± 1	21.8±1.0	99± 1
10-20 hours per week	8.6±0.7	99± 1	3.9±0.5	98± 1	6.4±0.6	99± 1	11.9±0.8	100± 1
20-40 hours per week	3.4±0.4	103± 1	2.2±0.4	97± 2	1.2±0.3	96± 2	2.7±0.4	97± 2
40-80 hours per week	0.6±0.2	104± 4	0.5±0.2	100± 5	0.0±0.0	97± 2	0.4±0.2	89± 4
More than 80 hours per week	0.0±0.0	99± 4	0.2±0.1	-±-	0.1±0.1	-±-	0.0±0.0	97± 3
Omitted	21.1±1.0	96± 1	23.1±1.1	97± 1	18.6±1.0	96± 1	14.4±0.9	96± 1

	TRAVELING TO AND FROM MY JOB				CARING FOR/PLAYING WITH MY CHILDREN			
	Males		Females		Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES	Percent	Mean 1960 SES
None	4.2±0.5	101± 1	37.7±1.2	98± 0	22.1±1.0	99± 1	14.0±0.9	100± 1
Under 1 hour per week	9.6±0.7	98± 1	5.5±0.6	99± 1	0.6±0.2	95± 3	0.1±0.1	-±-
1 - 2 hours per week	14.9±0.9	98± 1	9.5±0.7	97± 1	1.4±0.3	95± 2	0.2±0.1	-±-
2 - 5 hours per week	26.9±1.1	98± 0	15.3±0.9	97± 1	6.0±0.6	99± 1	0.4±0.2	94± 3
5 -10 hours per week	17.3±0.9	98± 1	7.5±0.7	97± 1	13.4±0.8	97± 1	2.8±0.4	97± 1
10-20 hours per week	4.8±0.5	98± 1	1.2±0.3	96± 2	16.9±0.9	98± 1	7.5±0.7	96± 1
20-40 hours per week	0.9±0.2	100± 3	0.2±0.1	-±-	10.7±0.8	97± 1	18.0±1.0	96± 1
40-80 hours per week	0.1±0.1	-±-	0.1±0.1	-±-	2.2±0.4	99± 2	21.0±1.0	97± 1
More than 80 hours per week	0.2±0.1	-±-	0.1±0.1	-±-	0.7±0.2	104± 3	18.3±1.0	98± 1
Omitted	21.1±1.0	96± 1	22.9±1.1	97± 1	26.0±1.1	96± 1	17.7±1.0	97± 1

	RUNNING MY HOUSEHOLD			
	Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES
None	8.5±0.7	96± 1	0.8±0.2	98± 2
Under 1 hour per week	5.9±0.6	99± 1	0.4±0.2	99± 4
1 - 2 hours per week	12.1±0.8	98± 1	1.5±0.3	104± 2
2 - 5 hours per week	17.8±0.9	100± 1	4.5±0.5	100± 1
5 -10 hours per week	13.8±0.9	99± 1	7.7±0.7	97± 1
10-20 hours per week	9.5±0.7	98± 1	13.3±0.9	97± 1
20-40 hours per week	3.7±0.5	97± 1	20.2±1.0	97± 1
40-80 hours per week	1.8±0.3	95± 2	20.1±1.0	97± 1
More than 80 hours per week	1.5±0.3	96± 1	17.3±1.0	98± 1
Omitted	25.4±1.1	96± 1	14.4±0.9	97± 1

Based on group 0: Everybody.	Mean		98		97
	Raw N	10,842		10,950	
	Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)
	Effective N	1,625		1,550	

PERSONAL: MILITARY STATUS

P701 10th Grade: Omitted 9th Grade: Q17

Military service.

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
None	41.6±1.1	432± 5	92.4±0.6	456± 3
Air Force Active duty	9.2±0.6	450± 7	0.3±0.1	-±-
Reserve	0.8±0.2	427±24	0.1±0.1	-±-
ROTC	0.4±0.1	542±18	0.0±0.0	-±-
National Guard	0.6±0.2	461±23	0.0±0.0	-±-
Army Active duty	23.8±0.9	419± 5	0.2±0.1	437±27
Reserve	3.8±0.4	472±11	0.0±0.0	-±-
ROTC	1.0±0.2	575±15	0.0±0.0	-±-
National Guard	4.4±0.4	434±11	0.0±0.0	-±-
Navy Active duty	11.4±0.7	443± 7	0.2±0.1	-±-
Reserve	2.0±0.3	455±15	0.1±0.1	-±-
ROTC	0.1±0.1	487±44	0.0±0.0	-±-
Marine Corps Active duty	3.9±0.4	393±14	0.1±0.1	-±-
Reserve	1.0±0.2	448±22	0.0±0.0	-±-
Coast Guard Active duty	0.4±0.1	462±56	0.0±0.0	-±-
Reserve	0.2±0.1	454±50	0.0±0.0	-±-
Based on group 0: Everybody. Mean		432		455
Raw N	11,625		11,417	
Wtd N (Pct.)	1,143,918	(100%)	1,098,089	(100%)
Effective N	2,103		2,036	

PERSONAL: OTHER ACTIVITIES

P802 10th Grade: Q6 9th Grade: Omitted

How much time ALTOGETHER have you devoted to volunteer work (civic, religious, social welfare, or other service activities) IN THE PAST 12 MONTHS?

	10th GRADE			
	Males		Females	
	Percent	Mean 1960 SES	Percent	Mean 1960 SES
Under 2 hours	46.3±1.2	98± 0	40.4±1.2	97± 0
2 - 10 hours	5.9±0.6	99± 1	9.4±0.7	96± 1
10 - 5 hours	10.8±0.8	98± 1	13.1±0.9	100± 1
50 - 200 hours	10.7±0.8	100± 1	13.5±0.9	99± 1
200 - 500 hours	3.9±0.5	100± 1	5.8±0.6	98± 1
500 - 1000 hours	1.7±0.3	97± 2	1.5±0.3	98± 2
Over 1000 hours	1.1±0.3	97± 2	1.6±0.3	99± 2
Omitted	19.8±1.0	96± 1	14.6±0.9	96± 1
Based on group 0: Everybody. Mean		98		97
Raw N	10,842		10,950	
Wtd N (Pct.)	1,046,831	(100%)	1,060,046	(100%)
Effective N	1,625		1,550	

P811 10th Grade: Omitted 9th Grade: Q66

About how much time do you normally spend EACH WEEK reading books or magazines in the following areas?

	MYSTERY STORIES				SCIENCE FICTION			
	9th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
none	43.6±1.1	450± 4	35.7±1.1	464± 4	42.6±1.1	449± 4	43.9±1.1	470± 4
under 1 hour per week	4.9±0.5	479± 9	7.8±0.6	493± 7	4.9±0.5	477± 8	5.6±0.5	485± 9
1-2 hours per week	3.1±0.4	482±15	7.4±0.6	484± 9	3.8±0.4	471±12	3.8±0.4	453±12
2-5 hours per week	1.1±0.2	447±19	4.7±0.5	456±10	1.8±0.3	469±24	1.5±0.3	421±23
5-10 hours per week	0.3±0.1	363±40	1.6±0.3	469±18	0.6±0.2	434±30	0.5±0.2	429±37
10-20 hours per week	0.1±0.1	-±-	0.7±0.2	429±31	0.4±0.1	507±29	0.1±0.1	-±-
20-40 hours per week	0.0±0.0	-±-	0.2±0.1	399±37	0.0±0.0	-±-	0.1±0.1	432±44
more than 40 hours per week	0.0±0.0	461±31	0.0±0.0	478±19	0.0±0.0	462±26	0.1±0.1	492±14
Omitted	46.9±1.1	406± 4	41.9±1.1	435± 4	45.7±1.1	405± 4	44.4±1.1	437± 4

	OTHER FICTION, NOVELS				WESTERNS OR ADVENTURE STORIES (OTHER)			
	9th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
none	31.4±1.0	426± 4	19.3±0.9	433± 5	43.3±1.1	454± 4	44.1±1.1	470± 4
under 1 hour per week	7.9±0.6	487± 7	8.5±0.6	480± 7	4.3±0.4	480± 8	4.3±0.4	473± 9
1-2 hours per week	12.2±0.7	468± 8	16.3±0.8	481± 6	3.5±0.4	443±12	3.8±0.4	473±11
2-5 hours per week	9.3±0.6	470± 8	18.6±0.9	476± 6	1.5±0.3	418±16	1.6±0.3	461±15
5-10 hours per week	2.2±0.3	517±17	8.1±0.6	498± 8	0.4±0.1	419±37	0.6±0.2	396±19
10-20 hours per week	0.6±0.2	457±28	2.3±0.3	471±16	0.4±0.1	484±28	0.1±0.1	-±-
20-40 hours per week	0.2±0.1	-±-	0.2±0.1	455±37	0.0±0.0	-±-	0.1±0.1	-±-
more than 40 hours per week	0.0±0.0	-±-	0.0±0.0	451±21	0.0±0.0	483±28	0.0±0.0	501±15
Omitted	36.2±1.0	396± 5	26.7±1.0	416± 5	46.5±1.1	406± 4	45.3±1.1	437± 4

	PLAYS/POETRY/ESSAYS/CRITICISM/CLASSICS				SCIENCE (NON-FICTION)			
	9th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
none	40.2±1.1	438± 4	36.0±1.1	453± 4	33.4±1.0	434± 4	36.5±1.1	462± 4
under 1 hour per week	5.5±0.5	515± 9	7.4±0.6	520± 6	6.9±0.6	492± 8	7.2±0.6	492± 8
1-2 hours per week	4.4±0.4	492±13	7.8±0.6	504± 9	6.9±0.6	467± 9	7.4±0.6	485±10
2-5 hours per week	1.5±0.3	487±20	3.5±0.4	500±13	5.7±0.5	469±11	4.2±0.4	481±12
5-10 hours per week	0.9±0.2	520±29	1.1±0.2	466±20	2.9±0.4	493±13	1.3±0.2	460±24
10-20 hours per week	0.6±0.2	531±24	0.5±0.2	492±55	1.5±0.3	507±20	0.8±0.2	468±28
20-40 hours per week	0.0±0.0	-±-	0.2±0.1	502±33	0.6±0.2	502±27	0.2±0.1	415±38
more than 40 hours per week	0.0±0.0	489±28	0.1±0.1	497±18	0.1±0.1	518±22	0.1±0.1	514±20
Omitted	46.8±1.1	406± 4	43.3±1.1	431± 4	42.1±1.1	400± 4	42.4±1.1	433± 4
Based on group 0: Everybody. Mean		432		455		432		455
Raw N	11,625		11,417		11,625		11,417	
Wtd N (Pct.)	1,143,918	(100%)	1,098,089	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	2,103		2,036		2,103		2,036	

P811 (Continued)

10th Grade: Omitted

9th Grade: Q66G

	BOOKS ON POLITICS/WORLD AFFAIRS/HISTORY				BIOGRAPHY/AUTOBIOGRAPHY/MEMOIRS			
	9th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
none	31.5±1.0	433± 5	35.5±1.1	458± 4	36.5±1.0	440± 4	30.6±1.0	454± 4
under 1 hour per week	8.1±0.6	490± 7	8.9±0.6	502± 7	8.0±0.6	494± 8	10.0±0.7	501± 6
1-2 hours per week	9.1±0.6	470± 8	7.3±0.6	491± 9	5.5±0.5	483±10	10.3±0.7	488± 7
2-5 hours per week	5.2±0.5	478±10	3.6±0.4	493±13	2.3±0.3	453±15	5.4±0.5	464±12
5-10 hours per week	1.9±0.3	461±17	1.2±0.2	471±19	1.0±0.2	454±25	1.7±0.3	476±17
10-20 hours per week	0.7±0.2	458±22	0.3±0.1	479±42	0.1±0.1	436±36	0.6±0.2	437±31
20-40 hours per week	0.2±0.1	505±45	0.3±0.1	447±36	0.0±0.0	-±-	0.2±0.1	460±34
more than 40 hours per week	0.1±0.1	-±-	0.0±0.0	492±21	0.0±0.0	471±32	0.0±0.0	450±27
Omitted	43.2±1.1	404± 4	42.8±1.1	432± 4	46.5±1.1	407± 4	41.2±1.1	433± 4

	MAGAZINES (OTHER)				NEWSPAPERS/NEWS MAGAZINES			
	9th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
none	12.8±0.7	410± 8	10.2±0.7	449± 9	3.8±0.4	404±18	4.0±0.4	428±13
under 1 hour per week	12.7±0.7	456± 7	14.3±0.8	465± 6	7.9±0.6	412± 9	8.3±0.6	448± 8
1-2 hours per week	24.8±0.9	449± 5	29.4±1.0	467± 5	25.9±1.0	427± 5	27.9±1.0	451± 5
2-5 hours per week	15.2±0.8	442± 7	17.7±0.8	459± 6	35.4±1.0	438± 4	33.7±1.0	466± 4
5-10 hours per week	3.9±0.4	460±10	4.1±0.4	453±10	13.8±0.8	451± 6	13.4±0.8	465± 6
10-20 hours per week	1.4±0.3	450±19	0.8±0.2	435±21	4.2±0.4	473±12	2.1±0.3	490±16
20-40 hours per week	0.1±0.1	447±50	0.3±0.1	418±33	0.3±0.1	462±32	0.5±0.2	432±27
more than 40 hours per week	0.1±0.1	-±-	0.0±0.0	381±28	0.1±0.0	457±24	0.1±0.1	375±18
Omitted	28.9±1.0	407± 5	23.2±0.9	434± 5	8.6±0.6	397±10	10.0±0.7	423± 9

	OTHER TYPES OF READING NOT LISTED ABOVE				READING DONE IN CONNECTION WITH YOUR WORK AND NOT LISTED ABOVE			
	9th GRADE				9th GRADE			
	Males		Females		Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
none	30.9±1.0	443± 5	29.4±1.0	470± 4	13.8±0.8	414± 7	29.2±1.0	456± 4
under 1 hour per week	5.2±0.5	477± 7	5.2±0.5	471± 9	5.3±0.5	457±10	4.7±0.5	489± 8
1-2 hours per week	5.2±0.5	449±10	6.4±0.5	460± 9	9.9±0.7	452± 8	6.1±0.5	490± 9
2-5 hours per week	4.6±0.5	436±11	7.4±0.6	441± 9	12.1±0.7	460± 7	6.8±0.6	498± 9
5-10 hours per week	2.4±0.3	423±15	4.6±0.5	441±13	10.7±0.7	464± 7	5.3±0.5	479± 9
10-20 hours per week	1.1±0.2	422±19	1.2±0.2	409±22	8.1±0.6	477± 9	3.0±0.4	464±12
20-40 hours per week	0.6±0.2	428±44	0.2±0.1	446±43	3.4±0.4	451±16	1.6±0.3	504±21
more than 40 hours per week	0.1±0.1	432±38	0.1±0.1	415±23	0.6±0.2	508±34	0.2±0.1	447±30
Omitted	49.9±1.1	419± 4	45.5±1.1	447± 4	36.2±1.0	396± 5	43.0±1.1	432± 4
Based on group 0: Everybody. Mean		432		455		432		455
Raw N	11,625		11,417		11,625		11,417	
Wtd N (Pct.)	1,143,918	(100%)	1,098,089	(100%)	1,143,918	(100%)	1,098,089	(100%)
Effective N	2,103		2,036		2,103		2,036	

P821 10th Grade: Omitted 9th Grade: Q60

Do you believe that you have ever been discriminated against unfairly?

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Yes, because of my (mark all that apply.	21.8±0.9	430± 6	25.8±1.0	481± 5
Race or ethnic background	10.0±0.7	388± 8	6.1±0.5	380± 9
Sex	1.4±0.3	493±18	15.3±0.8	524± 6
Religion	1.5±0.3	466±17	1.2±0.2	510±17
Family or marital status	1.8±0.3	469±17	3.6±0.4	507±11
Age	2.4±0.3	485±14	1.3±0.3	535±11
Personal appearance	2.1±0.3	506±19	0.7±0.2	535±29
Physical handicap	0.8±0.2	422±27	0.6±0.2	418±32
Height	0.6±0.2	478±23	0.2±0.1	524±30
Weight	0.5±0.2	495±23	0.7±0.2	461±21
Other	5.0±0.5	455±14	2.7±0.4	459±18
Based on group 0: Everybody. Mean		432		455
Raw N	11,625		11,417	
Wtd N (Pct.)	1,143,918	(100%)	1,098,089	(100%)
Effective N	2,103		2,036	

P822 10th Grade: Omitted 9th Grade: Q60A

In what situation did this discrimination occur? (If you answered 'yes' to more than one characteristic above, please consider the first one you marked (i.e.,the top mark) when you answer the next question.)

	9th GRADE			
	Males		Females	
	Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
Being hired for a job	36.4±2.1	424±10	34.6±2.0	475±10
Pay	10.3±1.3	379±18	26.8±1.9	502± 9
Promotion	24.6±1.9	417±11	24.1±1.8	496±11
Admission to a school or training program	6.4±1.1	423±23	2.3±0.6	504±36
Entering a particular area of study or type of work.	4.2±0.9	403±24	4.8±0.9	524±23
Not being able to enter military service	3.9±0.4	465±32	0.1±0.1	491±39
Being drafted into military service	2.2±0.6	516±33	0.0±0.0	-±-
Buying or renting a house or apartment	7.8±1.2	426±20	8.6±1.2	477±16
Obtaining credit	5.0±1.0	447±21	13.7±1.4	514±11
Admission to a public place (restaurant, theater, etc.)	4.1±0.9	426±25	2.3±0.6	397±25
Admission to a social club	0.9±0.4	450±19	0.7±0.4	469±36
Other	25.6±1.9	439±13	19.4±1.7	459±11
Based on group 18: Those who reported being discriminated against. Mean		430		481
Raw N	2,762		3,238	
Wtd N (Pct.)	251,662	(22%)	285,503	(26%)
Effective N	525		572	

Variable Code: P901 10th Grade: Omitted 9th Grade: Q67A
Who was the principal income earner of your family in March 1960, when you were in the 9th grade? (Mark only one.)

		9th GRADE			
		Males		Females	
		Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
My father		83.0±0.8	440± 3	81.7±0.9	462± 3
A man other than my father		3.3±0.4	384±13	2.4±0.3	439±14
My mother		10.0±0.7	404± 8	11.6±0.7	421± 8
A woman other than my mother		0.5±0.1	355±45	0.5±0.2	406±32
I don't know. (Please skip P903.)		0.7±0.2	388±39	1.2±0.2	388±21
Omitted		2.6±0.3	388±17	2.5±0.3	439±17
Based on group 0:	Mean		432		455
Everybody.	Raw N	11,625		11,417	
	Wtd N (Pct.)	1,143,918	(100%)	1,098,089	(100%)
	Effective N	2,103		2,036	

Variable Code: P903 10th Grade: Omitted 9th Grade: Q67D
Which of the following was this person (your answer to question P901) in March 1960?

		9th GRADE			
		Males		Females	
		Percent	Mean 1960 GAA	Percent	Mean 1960 GAA
An employee of a PRIVATE company, business, or individual for wages, salary, or commissions.		56.8±1.1	435± 4	58.6±1.1	450± 3
A GOVERNMENT employee (Federal, state, county, or local government.)		12.2±0.7	437± 7	11.3±0.7	477± 7
Self-employed in OWN business, professional practice, or farm.		22.0±0.9	444± 6	20.4±0.9	475± 5
Working WITHOUT PAY in a family business or farm.		0.1±0.1	338±59	0.1±0.1	428±35
Working FOR PAY in a family business or farm.		1.5±0.3	397±19	1.3±0.3	429±25
Other.		1.8±0.3	400±21	2.0±0.3	422±17
Omitted		5.6±0.5	385±13	6.3±0.5	427±11
Based on group 19:	Mean		434		456
Those who reported	Raw N	11,128		10,852	
the principal income	Wtd N (Pct.)	1,109,600	(97%)	1,054,165	(96%)
earner in 1960.	Effective N	2,030		1,955	

APPENDIX B

10th and 9th Grade 11-Year Follow-Up Questionnaires

Project TALENT Follow-up Questionnaire Form11C1

If there are any errors in the name and address shown below, or if the address shown is not the one to which your mail should be sent, please enter your correct name and address in the spaces provided in Box M, below at the right.

PLEASE DO NOT MARK ANY SHADED BOXES ON THIS FORM								FOR NCS USE ONLY				
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

BOX M

Last Name First Name

Street Address

City and State Zip Code

10th Grade Questionnaire

Read the DIRECTIONS at the bottom of the enclosed letter before completing this form.

MAKE NO STRAY MARKS ON THIS FORM.

Please read each question completely before responding.

Fill circles completely with No. 1 or No. 2 pencil

Examples of IMPROPER marks
✓○○ Ⓐ☒Ⓒ ○○○

Examples of PROPER marks
●○○ Ⓐ●Ⓒ ○○●

1. Mark one: Ⓐ Male Ⓑ Female

2a. How many different employers (i.e., different companies or organizations or individual employers) have you worked for on full-time jobs in the 11 years between June 1962 and September 1, 1973? (If you are not sure, guess.) Do not include jobs held just in the summer when you were in school.

○ None	○ 4	○ 8	○ 12
○ 1	○ 5	○ 9	○ 13
○ 2	○ 6	○ 10	○ 14
○ 3	○ 7	○ 11	○ 15 or more

2b. How many years of full-time work experience have you had since June 1962?

(If you have done part-time work please estimate how much full-time work it is equivalent to.)

○ None	○ 3 yrs.	○ 6 yrs.	○ 9 yrs.
○ 1 yr. or less	○ 4 yrs.	○ 7 yrs.	○ 10 yrs.
○ 2 yrs.	○ 5 yrs.	○ 8 yrs.	○ 11 yrs.

3a. How many weeks did you work in the 52-week period between September 1, 1972, and August 31, 1973, either full-time or part-time, including self-employment? Count paid vacation and paid sick leave as weeks worked. (If exact figure is not known, give best estimate.) → ☐ weeks

3b. How many weeks were you unemployed (without a job and looking for work) between September 1, 1972, and August 31, 1973? (If exact figure is not known, give best estimate.) → ☐ weeks

4a. As of September 1, 1973, were you looking for a job (whether or not you had one)?
- Ⓐ Yes, I was looking for a full-time job.
- Ⓑ Yes, I was looking for a part-time job.
- Ⓒ No.

4b. Did you have any paid job as of September 1, 1973? (Consider active military duty as a full-time job.)
- Ⓐ Yes, a full-time job.
- Ⓑ Yes, a part-time job.
- Ⓒ No, I was in school. → Skip to question 6
- Ⓓ No, I was a housewife. → Skip to question 6
- Ⓔ No, my health would not permit it → Skip to question 6
- Ⓕ No, for a reason not given above. → Skip to question 6

Wk.		a		b	c	3a		3b	
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥		⑥		⑥
⑦	⑦	⑦	⑦	⑦	⑦		⑦		⑦
⑧	⑧	⑧	⑧	⑧	⑧		⑧		⑧
⑨	⑨	⑨	⑨	⑨	⑨		⑨		⑨

PLEASE DO NOT WRITE ANY COMMENTS OR SUGGESTIONS ON THIS FORM. IF YOU FIND YOU WISH TO MAKE COMMENTS OR SUGGESTIONS AS YOU GO ALONG, WRITE THEM ON A SEPARATE PIECE OF PAPER AND ENCLOSE THEM IN THE RETURN ENVELOPE WITH YOUR QUESTIONNAIRE. THANK YOU.

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PLEASE GO ON TO PAGE 2

10th Grade Questionnaire

If you had a paid job as of September 1, 1973, please tell about it in question 5a - 5h below. Otherwise, skip to question 6.

5a. What was this job called?

☐

5b. What did you do on it? (Please be specific.)

☐

5c. Average number of hours worked per week on this job: → ☐ hours per week

5d. How much was your pay or other earnings (before deductions) on this job as of September 1, 1973? (If you don't know exactly, make an estimate. Please fill in ONE of the boxes.)

$ per month or $ per week or $ per hour

5e. Do you enjoy the kind of work you have done on this job? (Consider only the work itself-not the pay, working conditions, or other factors that might make the job attractive or unattractive.)

- Ⓐ No, I hate the work.
- Ⓑ No, I dislike it very much most of the time.
- Ⓒ No, I rather dislike it.
- Ⓓ I have no feelings about it.
- Ⓔ Yes, I rather like it.
- Ⓕ Yes, I like it very much most of the time.
- Ⓖ Yes, I enjoy it very much.

5f. Considering all aspects of this job (the work, pay, co-workers, future, etc.), how do you feel about your job?

- Ⓐ Very satisfied with it.
- Ⓑ Fairly satisfied with it.
- Ⓒ Neither satisfied nor dissatisfied.
- Ⓓ Rather dissatisfied with it.
- Ⓔ Very dissatisfied with it.

5a						5c		5d				
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪		⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	Ⓜ	①	①	①	①
②	②	②	②	②	②	②	②		②	②	②	②
③	③	③	③	③	③	③	③		③	③	③	③
④	④	④	④	④	④	④	④		④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	Ⓦ	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥		⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦		⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧		⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	Ⓗ	⑨	⑨	⑨	⑨

5g. Do you plan to remain on this job for the next several years?

- Ⓐ Yes, but only because I think it would be hard for me to find another job.
- Ⓑ Yes, I would like to.
- Ⓒ Probably.
- Ⓓ I can't decide.
- Ⓔ No, I would like to change jobs, but continue to do the same kind of work.
- Ⓕ No, I would like to get a job in the same field, but at a more advanced level.
- Ⓖ No, I would like to get a job in a different field.
- Ⓗ No, I plan to stop work altogether to go back to school.
- Ⓘ No, I plan to stop work altogether, for some other reason.
- Ⓙ No, for some other reason.
- Ⓚ No, I have already left that job since September 1, 1973.

5h. How well does your present job fit in with your long-range plans or goals?

- Ⓐ Extremely well.
- Ⓑ Very well.
- Ⓒ Fairly well.
- Ⓓ Hardly at all.
- Ⓔ Not at all.
- Ⓕ I don't have any long-range plans or goals.

6. How much time altogether have you devoted to volunteer work (civic or religious or social welfare activities or other service activities) in the past 12 months?

- Ⓐ Under 2 hours
- Ⓑ 2–10 hours
- Ⓒ 10–50 hours
- Ⓓ 50–200 hours
- Ⓔ 200–500 hours
- Ⓕ 500–1,000 hours
- Ⓖ Over 1,000 hours

Describe briefly:

7a. What occupation do you now plan to make your life work? Be as specific as possible. (For instance, if military service, specify type of work. If teaching, indicate grade and subject.)

☐

DO NOT WRITE OUTSIDE BOX

10th Grade Questionnaire

If your answer was "Housewife" ("Homemaker"), you may either skip to question 7c, or, if you regard it as appropriate, answer question 7b also.

7b. What steps have you taken in this direction? (Mark as many as apply.)

- Ⓐ I now have or have had a regular job in this field.
- Ⓑ I now have or have had a job as a trainee in this field.
- Ⓒ My present job may lead to work in this field.
- Ⓓ I am doing or have done volunteer work in this field.
- Ⓔ I have had special training or education in this field, as follows:
  - ① In high school.
  - ② In college as an undergraduate.
  - ③ In graduate school or professional school after college.
  - ④ In some other kind of school, since high school.
  - ⑤ An apprenticeship program.
  - ⑥ On-the-job training (informal or formal).
  - ⑦ An informal program: reading or other independent study.
  - ⑧ Some other way.
- Ⓕ None of the above.

7c. Do you remember at what age the thought first entered your mind that you might choose that particular occupation (i.e., the choice you indicated in question 7a above)? (If you don't remember exactly, please make the best guess you can.) Mark in column 1 below. Also please indicate, in column 2 below, at what age you first seriously considered choosing that occupation, and (in column 3) when you definitely decided.

1. Age when thought first entered mind.
2. Age when I first seriously considered.
3. Age when I definitely decided.

① ① ① Under age 10
② ② ② 11–13
③ ③ ③ 14–16
④ ④ ④ 17–19
⑤ ⑤ ⑤ 20–22
⑥ ⑥ ⑥ 23–25
⑦ ⑦ ⑦ 26 or older
⑧ ⑧ ⑧ Never!

7d. Where were you in terms of school when you began to seriously consider that occupation?

- Ⓐ Pre-school (or kindergarten)
- Ⓑ Elementary school
- Ⓒ Junior high school
- Ⓓ High school
- Ⓔ College (undergraduate)
- Ⓕ Graduate student
- Ⓖ Had finished my formal schooling.
- Ⓗ I never gave the matter serious consideration.

7a						
⓪	⓪	⓪	⓪	■	⓪	⓪
①	①	①	①		①	①
②	②	②	②		②	②
③	③	③	③		③	③
④	④	④	④		④	④
⑤	⑤	⑤	⑤		⑤	⑤
⑥	⑥	⑥	⑥		⑥	⑥
⑦	⑦	⑦	⑦		⑦	⑦
⑧	⑧	⑧	⑧		⑧	⑧
⑨	⑨	⑨	⑨		⑨	⑨

7e. What factors influenced you in the choice of career indicated in answer 7a above? (Please mark as many as apply.)

- Ⓐ I don't feel I had much choice; it seemed to be the only thing available.
- Ⓑ I happened to get a job in that field and later decided to stay in the field because:
  - ① I liked it.
  - ② It seemed too late to start over in a different field.
  - ③ There was really no good opportunity to switch to something I would like better.
- Ⓒ It seemed to me that the work itself would be satisfying, because it would be:
  - ① Interesting.
  - ② Useful or important.
  - ③ Work for which I have aptitude or ability or training.
  - ④ Easy.
  - ⑤ Enjoyable.
- Ⓓ It was the occupational field my father and/or mother was (were) in.
- Ⓔ It would probably pay well.
- Ⓕ It would probably offer job security.
- Ⓖ I was advised or urged to go into it by:
  - ① One or both parents.
  - ② Other member(s) of my family.
  - ③ One of my teachers.
  - ④ A school counselor.
  - ⑤ Another member of the school staff.
  - ⑥ An acquaintance in that occupational field.
  - ⑦ Some other adult.
  - ⑧ A friend (or friends) about my own age.
- Ⓗ My interest in the field was increased by advice against going into it that I received from:
  - ① One or both parents.
  - ② Other member(s) of my family.
  - ③ One of my teachers.
  - ④ A school counselor.
  - ⑤ Another member of the school staff.
  - ⑥ An acquaintance in that occupational field.
  - ⑦ Some other adult.
  - ⑧ A friend (or friends) about my own age

7f. Before you actually entered the career field you had chosen did you have much knowledge about it? (Mark all that apply.)

- Ⓐ Yes, because I
  - ① had learned about it in school:
    - ⓐ Elementary school.
    - ⓑ High school.
    - ⓒ College.
  - ② had done a lot of reading about it, on my own.
  - ③ knew someone in the field.
  - ④ had learned about it from other sources.
- Ⓑ No, but I thought I did!
- Ⓒ No, I felt quite ignorant about what was involved.

PLEASE GO ON TO PAGE 4

10th Grade Questionnaire

8a. Indicate how important each of the following characteristics is to you in determining whether you would be satisfied with a particular job. (Please answer this question even if you don't have a job at present.)

- **A. Extremely important (and desirable).**
- **B. Very important.**
- **C. Moderately important.**
- **D. Of only slight importance.**
- **E. Of absolutely no importance.**
- **F. Definitely undesirable.**

	A	B	C	D	E	F		G	H	I	J	K	L
(a)	○	○	○	○	○	○	Good income to start.	○	○	○	○	○	○
(b)	○	○	○	○	○	○	Good income expected within a few years.	○	○	○	○	○	○
(c)	○	○	○	○	○	○	Job security and permanence.	○	○	○	○	○	○
(d)	○	○	○	○	○	○	Opportunity for promotion and advancement.	○	○	○	○	○	○
(e)	○	○	○	○	○	○	Work that strikes me as important or worthwhile.	○	○	○	○	○	○
(f)	○	○	○	○	○	○	Work that is challenging and permits me to use my abilities fully.	○	○	○	○	○	○
(g)	○	○	○	○	○	○	Work that I feel I do well.	○	○	○	○	○	○
(h)	○	○	○	○	○	○	Work in the area in which I specialized or prepared.	○	○	○	○	○	○
(i)	○	○	○	○	○	○	Interesting work.	○	○	○	○	○	○
(j)	○	○	○	○	○	○	Short hours.	○	○	○	○	○	○
(k)	○	○	○	○	○	○	Long vacations.	○	○	○	○	○	○
(l)	○	○	○	○	○	○	Flexible hours.	○	○	○	○	○	○
(m)	○	○	○	○	○	○	Work that I find easy.	○	○	○	○	○	○
(n)	○	○	○	○	○	○	Friendly likable co-workers.	○	○	○	○	○	○
(o)	○	○	○	○	○	○	A supervisor who is competent at his (her) job	○	○	○	○	○	○
(p)	○	○	○	○	○	○	A supervisor who is pleasant and interested in my welfare.	○	○	○	○	○	○
(q)	○	○	○	○	○	○	Working in pleasant surroundings.	○	○	○	○	○	○
(r)	○	○	○	○	○	○	A job that gives me status and makes people look up to me	○	○	○	○	○	○
(s)	○	○	○	○	○	○	A job that provides real power.	○	○	○	○	○	○
(t)	○	○	○	○	○	○	Convenient travel to and from work.	○	○	○	○	○	○
	A	B	C	D	E	F		G	H	I	J	K	L

If you didn't have a job as of September 1, 1973, skip to question 8c.

8b. Now go back and rate your own job (the job you had as of September 1, 1973) on each of the characteristics indicated above, using the following scale:

- **G. This job is excellent in this respect.**
- **H. This job is very good in this respect.**
- **I. This job is fairly good in this respect.**
- **J. This job is quite poor in this respect.**
- **K. This job is very poor in this respect.**
- **L. This job is terrible in this respect.**

8c. If none of the job characteristics listed in question 8a above is important to you, in the box at the right please tell us what is; and (if you have a job at present) how your job rates on it. (Otherwise go on to question 9a on the next page.)

What is important to me in a job is:

My job is:
- Ⓐ excellent in this respect.
- Ⓑ very good in this respect.
- Ⓒ fairly good in this respect.
- Ⓓ quite poor in this respect.
- Ⓔ very poor in this respect.
- Ⓕ terrible in this respect.

9a. Was your high school program designed to prepare you for a specific occupation?
Ⓐ No. (Skip to question 10.)
Ⓑ Yes, it was intended to prepare me for:
(Specify.)

9a					
⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

9b. When you got out of high school did you get a job in that field? (Mark as many as apply.)
Ⓐ No. I couldn't find one without additional training.
Ⓑ No. I decided I wasn't interested-or that I was more interested in a different field.
Ⓒ Yes, but I found I wasn't adequately prepared.
Ⓓ Yes, and I found my high school training very helpful.
Ⓔ Yes, but I found other experiences more helpful than my high school training.
Ⓕ Other.
(Specify.)

9c. Do you still consider yourself in the occupational field for which you prepared in high school?
Ⓐ Yes, my present job is in that field.
Ⓑ Yes, I am not now employed in it but I hope to get a job in the field.
Ⓒ No, I have changed to
(Specify.)
Ⓓ No, I have no job now and am not seeking one.

10. Have you found what you learned in high school useful in preparing you for the school(s) you have attended or the job(s) you have obtained since then?
Ⓐ Yes, it was valuable.
Ⓑ Yes, it was fairly useful.
Ⓒ Adequate.
Ⓓ It proved of very little use.
Ⓔ It was a complete waste of time.

11. Have you gone to college at all since leaving high school?
Ⓐ Yes, a 4-year college or university.
Ⓑ Yes, a junior college or community college.
Ⓒ Yes, both a junior college and a 4-year college.
Ⓓ No.

12. Did you attend any other (non-college) type of school for four weeks or more since leaving high school? (Mark as many as apply.)
Ⓐ No. (Skip to question 14.)
Ⓑ Yes, a technical school for training in electronics, drafting, computer programming, medical or dental technician training, etc.
(Specify course.)
Ⓒ Yes, a school of nursing (2- or 3-year program leading to an RN).
Ⓓ Yes, a school of practical nursing.
Ⓔ Yes, a secretarial or business school.
Ⓕ Yes, a trade or apprentice school or vocational school.
Ⓖ Yes, an armed forces school.
(Specify subject studied.)
Ⓗ Other.
(Specify.)

If you marked more than one type of school for question 12 above, please consider the first one you marked (i.e., the top mark) when you answer questions 13a - 13d.

13a. How long was the course? ☐ **months**

13b. Did you complete it?
Ⓐ Yes. (Skip to question 13d.)
Ⓑ Not yet; I am still in the program. (Skip to question 13d.)
Ⓒ No, I have dropped out.

13c. If you dropped out, why? (Mark as many as apply.)
Ⓐ I decided I didn't want to go into that field.
Ⓑ I decided I could get a job in the field without training.
Ⓒ The work was too hard.
Ⓓ Other

13d. Did you ever get a job in the field you studied?
Ⓐ No, I never looked for a job in that field.
Ⓑ No, I couldn't find a job in that field and am now in a different field.
Ⓒ No, but I am still trying to.
Ⓓ Yes, and I am still in that field.
Ⓔ Yes, and I have advanced to a higher level.
Ⓕ Yes, but later I changed to a different field.
Ⓖ Yes, but since then I have stopped working.
Ⓗ Other

PLEASE GO ON TO PAGE 6

14. If you never attended junior college, please skip to question 15.

14a. What kind of program did you take in junior college (i.e., in what field)?
- Ⓐ Liberal arts
- Ⓑ Other

(Specify.)

14b. How long was the program you took?
- Ⓐ 2 years
- Ⓑ 1 year
- Ⓒ 1 semester or 1 quarter (3 to 5 months)
- Ⓓ Less than 3 months
- Ⓔ Just an occasional course (not towards a degree)
- Ⓕ Other

(Specify.)

14c. Did you complete the program?
- Ⓐ Yes. (Skip to question 14e.)
- Ⓑ Not yet; I am still in it. (Skip to question 14e.)
- Ⓒ No, I dropped out after:

(Length of time)

14d. If you dropped out, why?
- Ⓐ I decided I didn't want to go into that field.
- Ⓑ I decided I could get a job in the field without the training.
- Ⓒ I decided to transfer to another kind of program in junior college.
- Ⓓ I decided to transfer to another kind of school (not a junior college).
- Ⓔ Other

(Specify.)

14e. If the junior college program was intended to prepare you for a specific occupation, what occupation?

(Specify.)

14e.					
⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

14f. Did you get a job in the field for which the junior college trained you? (Mark all that apply.)
- Ⓐ No, I never looked for a job in that field.
- Ⓑ No, I couldn't find a job in that field and am now in a different field.
- Ⓒ No, but I am still trying to.
- Ⓓ Yes, and I am still in that field.
- Ⓔ Yes, and I have advanced to a higher level.
- Ⓕ Yes, but later I changed to a different field.
- Ⓖ Yes, but since then I have stopped working.
- Ⓗ Other

15. Which of the following licenses, certificates, or college degrees do you have already or plan to get?

(a) Have received
(b) Plan to earn

(a) (b)
- ○ ○ C.P.A. (Certified Public Accountant)
- ○ ○ Practical nursing certificate
- ○ ○ R.N. (Registered nurse)
- ○ ○ Teaching certificate, issued by state or city
- ○ ○ Associate in Arts or Associate in Science
- ○ ○ Other junior college certificate or diploma

(Specify.)

- ○ ○ B.A. or B.S.
- ○ ○ Other bachelor's degree

(Specify.)

- ○ ○ M.A. or M.S.
- ○ ○ Other master's degree

(Specify.)

- ○ ○ LL.B. or J.D. (law)
- ○ ○ D.D.S. (dentistry)
- ○ ○ M.D. (medicine)
- ○ ○ Ed.D.
- ○ ○ Ph.D.
- ○ ○ Other professional degree.

(Specify.)

- ○ ○ Other

(Specify.)

- ○ ○ None of the above.

PLEASE GO ON TO PAGE 7

10th Grade Questionnaire

16. Which of the following are you? (Mark all that apply.)

- Ⓐ White/Caucasian
- Ⓑ Black/Negro/Afro-American
- Ⓒ American Indian
- Ⓓ Oriental
- Ⓔ Mexican-American/Chicano
- Ⓕ Puerto Rican-American
- Ⓖ Eskimo
- Ⓗ None of the above → (Specify.) ☐

17. Did you get a high school diploma?

- Ⓐ Yes, when I graduated, in (indicate year) → 19____
- Ⓑ Yes, I left school but later returned and got my diploma in (indicate year) → 19____
- Ⓒ Yes, by examination or through correspondence school in (indicate year) → 19____
- Ⓓ No, I left school in (indicate year) → 19____

60 ○	67 ○
61 ○	68 ○
62 ○	69 ○
63 ○	70 ○
64 ○	71 ○
65 ○	72 ○
66 ○	73 ○

The last grade I completed was:

8	9	10	11	12
○	○	○	○	○

18							
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

19							
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

MAKE NO STRAY MARKS ON THIS SHEET

18. What colleges or universities have you attended for credit, as an undergraduate? (Include junior colleges, as well as four-year colleges and universities.)

If you have never gone to college, blacken the circle at the right and then go on to question 23 on page 9. → ○

If you have already earned a bachelor's degree, please specify the degree, and the month and year received. (Put the college you last attended or are now attending first, then the next-to-last one, etc.)

If you attended more than three colleges as an undergraduate, please continue listing them on a separate sheet of paper marked "Question 18".

Name of College or University ____________________
City and State ____________________
Dates Attended ___/___ (mo. yr.) to ___/___ (mo. yr.)
Degree Earned ________ Mo. & Year ________

Name of College or University ____________________
City and State ____________________
Dates Attended ___/___ (mo. yr.) to ___/___ (mo. yr.)
Degree Earned ________ Mo. & Year ________

Name of College or University ____________________
City and State ____________________
Dates Attended ___/___ (mo. yr.) to ___/___ (mo. yr.)
Degree Earned ________ Mo. & Year ________

19. Those who are doing or have done graduate work should also complete the following, giving the name of the graduate or professional school they are attending or have attended. (Put the college you last attended or are now attending first, then the next-to-last one.)

If there are more than two, continue on a separate sheet of paper marked "Question 19".

Name of University ____________________
School or Department ____________________
City and State ____________________
Dates Attended ___/___ (mo. yr.) to ___/___ ([illegible] yr.)
Degree Earned ________ Mo. & Year ________

Name of University ____________________
School or Department ____________________
City and State ____________________
Dates Attended ___/___ (mo. yr.) to ___/___ (mo. yr.)
Degree Earned ________ Mo. & Year ________

20. As an undergraduate, in which of the following areas was or is your major in college and which was (is) your minor? (If you did not have a formal minor, mark the other area in which you took the most courses.) Also, if you have done graduate work, what is your graduate major? (Mark ONE for each.)

(a) Undergraduate Major
(b) Undergraduate Minor
(c) Graduate Major

(a) (b) (c)

01 ○○○ Mathematics
02 ○○○ Chemistry
03 ○○○ Physics
04 ○○○ Physical Sciences (other)
05 ○○○ Anatomy/Physiology
06 ○○○ Biochemistry
07 ○○○ Zoology
08 ○○○ Botany
09 ○○○ Biological Sciences (other)
10 ○○○ Psychology
11 ○○○ Sociology
12 ○○○ History
13 ○○○ Economics
14 ○○○ Political Science or Government or International Relations
15 ○○○ Social Sciences (other)
16 ○○○ Social Work
17 ○○○ English
18 ○○○ Journalism
19 ○○○ Foreign Languages
20 ○○○ Fine Arts
21 ○○○ Performing Arts
22 ○○○ Music
23 ○○○ Philosophy
24 ○○○ Religion or Theology
25 ○○○ Humanities (other)
26 ○○○ Law (Pre-Law)
27 ○○○ Medicine (Pre-Medicine)
28 ○○○ Dentistry (Pre-Dentistry)
29 ○○○ Pharmacy
30 ○○○ Nursing
31 ○○○ Other Health Professions
32 ○○○ Architecture
33 ○○○ Engineering
34 ○○○ Computer Science
35 ○○○ Statistics
36 ○○○ Elementary Education
37 ○○○ Physical Education
38 ○○○ Education (other)
39 ○○○ Library Science
40 ○○○ Accounting
41 ○○○ Business and Commerce
42 ○○○ Home Economics
43 ○○○ Agriculture or Forestry
44 ○○○ Some other

(Specify.)

00 ○○ None
00 ○ None-I have not done graduate work.

21. Please indicate how much college you have completed.

Ⓐ Less than one year of undergraduate work.
Ⓑ One year but less than two.
Ⓒ At least two years but have not earned a bachelor's degree.
Ⓓ I have earned a bachelor's degree, but have not done any graduate work.
Ⓔ I have done some graduate work but haven't received a graduate degree.
Ⓕ I have earned a master's degree.
Ⓖ I have earned an advanced (6-year) certificate of graduate study.
Ⓗ I have earned a doctoral degree.

22a. If you attended a four-year college, was the program you took intended to prepare you for a specific occupation that you could go into immediately after college?

Ⓐ Yes, it was intended to prepare me for:

(Occupation)

Ⓑ No, it was intended to prepare me for graduate or professional school, which would prepare me for:

(Occupation)

Ⓒ No, it was not intended to lead to any specific occupation. (Skip to question 23.)

22b. Did you ever take a job in the field you studied? (Mark as many as apply.)

Ⓐ No, I couldn't find a job in that field and I am now in a different field.
Ⓑ No, but I am still trying to.
Ⓒ No, I decided to change to a different field.
Ⓓ Yes, but then I decided to change to a different field.
Ⓔ Yes, and I am still in that field.
Ⓕ Yes, and I have advanced to a higher level.
Ⓖ Other

(Explain.)

23. Most people have "second thoughts" later on, about some decisions they have made. What would you have done differently in the light of what you now know? (Mark as many as apply.)

Ⓐ I would have graduated from high school instead of dropping out.

Ⓑ I would have taken a vocational program instead of an academic program.

Ⓒ I would have taken a different vocational program in high school from the one I took. Instead of a program in:

(Specify.) ☐

I would have taken one in:

(Specify.) ☐

Ⓓ Instead of taking a vocational program in high school I would have taken: (Mark one.)
- ① An academic or college-prep program.
- ② A general program.
- ③ Other.

(Specify.) ☐

Ⓔ I would have combined work and school.

Ⓕ I would not have worked and gone to school at the same time.

Ⓖ I would have taken additional educational training after high school to prepare me for a better job.

Ⓗ I would have gone to college.

Ⓘ I would never have gone to college.

Ⓙ I would have selected a different college from the one I attended.

Ⓚ I would have chosen a different major field in college.

Ⓛ I would not have dropped out of college.

Ⓜ I would have gone to graduate school.

Ⓝ I would not have gone to graduate school.

Ⓞ I would have gone into some other line of work. (Specify.)

☐

Ⓟ I would have gotten married.

Ⓠ I wouldn't have gotten married when I did.

Ⓡ Other.

(Specify.) ☐

Ⓢ I wouldn't have done any of the above differently.

24. If you never attended college, please skip to question 25a.

Do you consider your college education (and graduate education, if any) to have been worth while? Did it contribute anything that has made your life better, happier, or more rewarding than it would otherwise have been? Please mark as many statements as apply--separately for undergraduate education (column a) and graduate education (column b).

(a) Undergraduate
(b) Graduate

(a) (b)
- ① ① It gave me skills necessary for carrying out my job.
- ② ② It helped me get a more interesting job than I probably could have gotten otherwise.
- ③ ③ It helped me get a better-paying job than I probably could have gotten otherwise.
- ④ ④ It prepared me for more advanced education.
- ⑤ ⑤ It has enriched my use of my leisure time.
- ⑥ ⑥ It helped me develop a set of values.
- ⑦ ⑦ It helped make me a better citizen.
- ⑧ ⑧ I learned some things that were interesting and worth knowing thought not of practical value.
- ⑨ ⑨ I made some friendships in school that have been important to me.
- ⑩ ⑩ I met my wife (husband) there.
- ⑪ ⑪ It had some important values other than those mentioned above.
- ⑫ ⑫ It was of no real value at all.
- ⑬ I didn't go to graduate school.

25a. Please indicate the year and month of birth of each of your children by filling in a circle (in Box X below) for each birth. (For this question include your natural children only, not adopted children.)

Box X

	1959	'60	'61	'62	'63	'64	'65	'66	'67	'68	'69	'70	'71	'72	'73
SONS															
Jan-Feb	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Mar-Apr	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
May-June	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Jul-Aug	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Sep-Oct	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Nov-Dec	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
DAUGHTERS															
Jan-Feb	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Mar-Apr	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
May-June	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Jul-Aug	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Sep-Oct	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Nov-Dec	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

25b. If any of these children are twins (or triplets, etc.) indicate month and year of birth.

Twins (mo. & yr. born) ☐

Triplets (mo. & yr. born) ☐

Quadruplets (mo. & year born) ☐

25b.			
①	②	③	④
⑤	⑥	⑦	⑧
⑨	⑩	⑪	⑫
⑬	⑭	⑮	
①	②	③	④
⑤	⑥	⑦	⑧
⑨	10	11	12
13	14	15	
①	②	③	④
⑤	⑥	⑦	⑧
⑨	⑩	⑪	⑫
⑬	⑭	⑮	

25c. How many living children (including adopted children, but not stepchildren, or foster children) do you have?

None	1	2	3	4	5	
○	○	○	○	○	○	
6	7	8	9	10	11	12 or more
○	○	○	○	○	○	○

25d. How many children (including adopted children, stepchildren, and foster children, if any) are now living in your household?

None	1	2	3	4	5	
○	○	○	○	○	○	
6	7	8	9	10	11	12 or more
○	○	○	○	○	○	○

26a. What do you think is the ideal size of family -- a husband, a wife, and how many children?

None	1	2	3	4	5	
○	○	○	○	○	○	
6	7	8	9	10	11	12 or more
○	○	○	○	○	○	○

26b. How many children do you expect to have (including any you now have)?

None	1	2	3	4	5	
○	○	○	○	○	○	
6	7	8	9	10	11	12 or more
○	○	○	○	○	○	○

If you are not married, skip to question 27a.

26c. Given the circumstances of your life, how many children in all would you really consider most desirable for you and your husband or wife?

None	1	2	3	4	5	
○	○	○	○	○	○	
6	7	8	9	10	11	12 or more
○	○	○	○	○	○	○

27a. How many times have you married?

- ⓪ Never (Skip to question 30.)
- ① Once
- ② Twice
- ③ More than twice

27b. What is your present marital status? (Mark one.)

- Ⓐ Married
- Ⓑ Separated
- Ⓒ Divorced or annulled
- Ⓓ Widowed

28a. How old were you when you got married? (If you have been married more than once, give age at time of first marriage.)

Under 16	16	17	18	19	20	21	22
○	○	○	○	○	○	○	○
23	24	25	26	27	28	29	30
○	○	○	○	○	○	○	○

31 or older	○

28b. How old was your wife or husband when you married?

Under 16	16	17	18	19	20	21	22
○	○	○	○	○	○	○	○
	23	24	25	26	27	28	29	30
	○	○	○	○	○	○	○	○

31–35	36–40	41–50	51–60	61 or older
○	○	○	○	○

If you have been married only once, skip to question 29a.

28c. How old were you at the time of your most recent marriage?

Under 16	16	17	18	19	20	21	22	
○	○	○	○	○	○	○	○	
23	24	25	26	27	28	29	30	31 or older
○	○	○	○	○	○	○	○	○

28d. How old was your new wife or husband at that time?

Under 16	16	17	18	19	20	21	22
○	○	○	○	○	○	○	○
23	24	25	26	27	28	29	30
○	○	○	○	○	○	○	○

31–35	36–40	41–50	51–60	61 or older
○	○	○	○	○

29a. How much formal education has your husband or wife had? (If you have been married more than once, answer in terms of most recent marriage.) Mark one answer, indicating the highest level reached.

- Ⓐ Never entered high school
- Ⓑ Some high school but not a graduate
- Ⓒ High school graduate
- Ⓓ Some college but no degree
- Ⓔ Associate degree (two-year degree: A.A., A.S., etc.)
- Ⓕ Graduage nurse (RN)
- Ⓖ Bachelor's degree (B.A., B.S., etc.)
- Ⓗ Some graduate work, or professional school beyond bachelor's degree, but no graduate degree.
- Ⓘ Master's degree (M.A., M.S., etc.)
- Ⓙ Ph.D. or Ed.D.
- Ⓚ Advanced professional degree (M.D., D.D.S., LL.B., etc.)

29b. **What is your husband's or wife's present occupation? If he (she) is not now working, give his (her) main past occupation.**

(Specify.)

29b.					
⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

29c. **Which of the following describes your husband's (wife's) status as of September 1, 1973? (Mark as many as apply, but at least one.)**

Ⓐ Had a full-time job.
Ⓑ Had a part-time job.
Ⓒ Was looking for a full-time job.
Ⓓ Was looking for a part-time job.
Ⓔ Had no job and was not looking for one.
Ⓕ In school.
Ⓖ Housewife.
Ⓗ Poor health prevented holding a job.

30 - 36. **For each of the aspects shown below, how has your life been, in comparison with what you expected when you were in high school?**

A. Much better than I expected
B. Somewhat better than I expected
C. About the same as I expected
D. Not quite as good as I expected
E. Not going well at all
F. I didn't have any particular expectations
G. Not applicable

	A	B	C	D	E	F	G	
30.	○	○	○	○	○	○	○	Marriage
31.	○	○	○	○	○	○	○	Children
32.	○	○	○	○	○	○	○	Occupation
33.	○	○	○	○	○	○	○	Hobbies and/or active recreational activities
34.	○	○	○	○	○	○	○	Social life
35.	○	○	○	○	○	○	○	Intellectual development
36.	○	○	○	○	○	○	○	Standard of living

37. **On the whole, how has your life been, in comparison with what you expected when you were in high school?**

Ⓐ Much better than I expected
Ⓑ Somewhat better than I expected
Ⓒ About the same as I expected
Ⓓ Not quite as good as I expected
Ⓔ Not going well at all
Ⓕ I didn't have any particular expectations.

38. **Do you think your high school education was worth while? Did it contribute anything that has made your life better, happier, or more rewarding than it would otherwise have been? Please mark as many statements as apply.**

Ⓐ It gave me skills necessary for carrying out my job.
Ⓑ It helped me get a more interesting job than I probably could have gotten otherwise.
Ⓒ It helped me get a better-paying job than I probably could have gotten otherwise.
Ⓓ It prepared me for more advanced education.
Ⓔ It has enriched my use of my leisure time.
Ⓕ It helped me develop a set of values.
Ⓖ It helped make me a better citizen.
Ⓗ I learned some things that were interesting and worth knowing though not of practical value.
Ⓘ I made some friendships in school that have been important to me.
Ⓙ I met my wife (husband) there.
Ⓚ It had some important values other than those mentioned above.
Ⓛ It was of no real value at all. I would have been as well off if I hadn't gone to high school.
Ⓜ I feel I would have been better off if I hadn't gone to high school at all (or if I hadn't stayed as long as I did).
Ⓝ I feel I would have been better off if I had gone to an entirely different kind of high school.

MAKE NO
STRAY MARKS
ON THIS
SHEET

41a.		
⓪	⓪	⓪
①	①	①
②	②	②
③	③	③
④	④	④
	⑤	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨

39. About how much time do you normally spend each week on the activities listed below?
(Note [illegible] the same activity may be included in more than one category.)

- A. None
- B. Under 1 hour per week
- C. 1-2 hours per week
- D. 2-5 hours per week
- E. 5-10 hours per week
- F. 10-20 hours per week
- G. 20-40 hours per week
- H. 40-80 hours per week
- I. More than 80 hours per week

A	B	C	D	E	F	G	H	I	List of Activities
○	○	○	○	○	○	○	○	○	(a) Walking
○	○	○	○	○	○	○	○	○	(b) Other physical exercise
○	○	○	○	○	○	○	○	○	(c) Physical exercise for recreation
○	○	○	○	○	○	○	○	○	(d) Other recreation
○	○	○	○	○	○	○	○	○	(e) Work
○	○	○	○	○	○	○	○	○	(f) Watching television
○	○	○	○	○	○	○	○	○	(g) Reading in connection with my work
○	○	○	○	○	○	○	○	○	(h) Other reading (recreational, etc.)
○	○	○	○	○	○	○	○	○	(i) Traveling to and from my job
○	○	○	○	○	○	○	○	○	(j) Taking care of my children or playing with them.
○	○	○	○	○	○	○	○	○	(k) Running my household

40a. How is the general state of your health?

Ⓐ Excellent
Ⓑ Good
Ⓒ Fair
Ⓓ Rather poor
Ⓔ Very poor

40b. Do you have any chronic (long-term) health condition or physical handicap that keeps you from doing some things you would like to do?

Ⓐ No.
Ⓑ Yes, but nothing important.
Ⓒ Yes, my health is a serious handicap.

41a. How much do you weigh?

pounds

41b. How tall are you?

4	5	6	7	feet	and	0	1	2	3	4	5	6	7	8	9	10	11	inches
○	○	○	○			○	○	○	○	○	○	○	○	○	○	○	○	

DO NOT

MARK

HERE

42. What part of your high school experience have you found had most value for you? How has it been of value to you?

what:

how:

43. What would you have most liked to have gotten from your high school experience that you didn't get? How would this have helped you?

what:

how:

Please sign your name below and fill in the date.

Signature

DATE
Month Day Year

THANK YOU!

After you have filled out the questionnaire, please put it in the return envelope and drop it in a mailbox.

— IT REQUIRES NO POSTAGE —

9th Grade Questionnaire

Project TALENT Follow-up Questionnaire Form 11D1

If there are any errors in the name and address shown below, or if the address shown is not the one to which your mail should be sent, please enter your correct name and address in the spaces provided in the Address Box below.

Please read the DIRECTIONS at the bottom of the enclosed letter before completing this form. MAKE NO STRAY MARKS ON THIS FORM. Please read each question completely before responding.

Fill circles completely with No. 1 or No. 2 pencil:

Examples of IMPROPER marks

Examples of PROPER marks

ADDRESS BOX

Last Name First Name

Street Address

City and State Zip Code

9th Grade Questionnaire

1. **Mark one:** Ⓐ Male Ⓑ Female

2. **Birth date:**

___ / ___ / ___
Mo. Day Year

EMPLOYMENT

3a. How many different employers (i.e., different companies or organizations or individual employers) have you worked for on full-time jobs in the 11 years between June 1963 and September 1, 1974? (If you are not sure, guess.) Do not include jobs held just in the summer when you were in school.

○ None
○ 1
○ 2
○ 3
○ 4
○ 5
○ 6
○ 7
○ 8
○ 9
○ 10
○ 11
○ 12
○ 13
○ 14
○ 15 or more

3b. How many years of full-time work experience have you had since June 1963? (If you have done part-time work, please estimate how much full-time work it is equivalent to.)

○ None
○ 1 yr. or less
○ 2 yrs.
○ 3 yrs.
○ 4 yrs.
○ 5 yrs.
○ 6 yrs.
○ 7 yrs.
○ 8 yrs.
○ 9 yrs.
○ 10 yrs.
○ 11 yrs.

3c. Adding together all the times you have been unemployed, what is the total amount of time that you have been unemployed (without any job and looking for work) since June 1963?

Ⓐ More than 3 years
Ⓑ More than 2 but less than 3 years
Ⓒ More than 1 but less than 2 years
Ⓓ More than 3 months but less than 1 year
Ⓔ Less than 3 months

4. How many weeks did you work in the 52-week period between September 1, 1973, and August 31, 1974, either full-time or part-time, including self-employment? Count paid vacation and paid sick leave as weeks worked. (If exact figure is not known, give best estimate.)

___ weeks

5. How many weeks were you unemployed (without a job and looking for work) in the 52-week period between September 1, 1973, and August 31, 1974? (If exact figure is not known, give best estimate.)

___ weeks

PLEASE DO NOT MARK ANY SHADED BOXES ON THIS FORM															Wk.		a		b	c	4		5	
								FOR NCS USE ONLY																
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪		⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤		⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥		⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥		⑥		⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦		⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦		⑦		⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧		⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧		⑧		⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨		⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨		⑨		⑨

6. As of September 1, 1974, were you looking for a job (whether or not you had one)?

Ⓐ Yes, I was looking for a full-time job.
Ⓑ Yes, I was looking for a part-time job.
Ⓒ No.

PLEASE GO ON TO PAGE 2

7. Were you engaged in any of the following activities as of September 1, 1974? Mark as many as apply. (Consider active military duty as a full-time paid job.)

Ⓐ One full-time paid job
Ⓑ Two or more full-time paid jobs
Ⓒ One part-time paid job
Ⓓ Two or more part-time paid jobs
Ⓔ I was a housewife (homemaker).
Ⓕ I had an unpaid job other than housewife.
Ⓖ I was in school.
Ⓗ None of the above:
  ① Because my health would not permit it. (Please skip to question 15a.)
  ② For other reasons (Please skip to question 15a.)

If you were a student and/or a housewife and had no other job, you may either skip to question 15a or if you feel it is appropriate, answer questions 8 through 14b also. If you had more than one job, please answer questions 8 through 14b for the paid job or unpaid job other than housewife on which you worked the most time.

8. What was this job called?

☐

9. What did you do on it? (Please be specific.)

☐

10. What kind of business or industry was this? (For example: county junior high school, auto assembly plant, radio service, retail supermarket, road construction, farm).

(Specify.)

11. Average number of hours worked per week on this job: ☐ (hrs. per wk.)

12. Which of the following were you? (Mark only one.)

Ⓐ An employee of a PRIVATE company, business, or individual for wages, salary, or commissions.
Ⓑ A GOVERNMENT employee (Federal, state, county, or local government).
Ⓒ Self-employed in OWN business, professional practice, or farm.
Ⓓ Working WITHOUT PAY in a family business or farm.
Ⓔ Working FOR PAY in a family business or farm.
Ⓕ Other

13a. How long had you worked for this employer as of September 1, 1974?

○ Less than 1 yr. ○ 3 yrs. ○ 6 yrs. ○ 9 yrs.
○ 1 yr. ○ 4 yrs. ○ 7 yrs. ○ 10 yrs.
○ 2 yrs. ○ 5 yrs. ○ 8 yrs. ○ 11 yrs.

13b. How much was your pay or other earnings (before deductions) on this job as of September 1, 1974? (If you don't know exactly, make an estimate. Please fill in ONE of the boxes.)

$ ☐ per month or $ ☐ per week or $ ☐ per hour

14a. Considering all aspects of this job (the work, pay, co-workers, future, etc.), how do you feel about your job?

Ⓐ Very satisfied with it.
Ⓑ Fairly satisfied with it.
Ⓒ Neither satisfied nor dissatisfied.
Ⓓ Rather dissatisfied with it.
Ⓔ Very dissatisfied with it.

14b. How well does your present job fit in with your long-range plans or goals?

Ⓐ Extremely well
Ⓑ Very well
Ⓒ Fairly well
Ⓓ Hardly at all
Ⓔ Not at all
Ⓕ I don't have any long-range plans or goals.

	8	10	11	13b	
DO	⓪⓪⓪⓪⓪⓪	⓪⓪⓪⓪⓪⓪	⓪⓪	⓪⓪⓪⓪	DO
	①①①①①①	①①①①①①	①①	Ⓜ ①①①①	
NOT	②②②②②②	②②②②②②	②②	②②②②	NOT
	③③③③③③	③③③③③③	③③	③③③③	
MARK	④④④④④④	④④④④④④	④④	④④④④	MARK
	⑤⑤⑤⑤⑤⑤	⑤⑤⑤⑤⑤⑤	⑤⑤	Ⓦ ⑤⑤⑤⑤	
HERE	⑥⑥⑥⑥⑥⑥	⑥⑥⑥⑥⑥⑥	⑥⑥	⑥⑥⑥⑥	HERE
	⑦⑦⑦⑦⑦⑦	⑦⑦⑦⑦⑦⑦	⑦⑦	⑦⑦⑦⑦	
	⑧⑧⑧⑧⑧⑧	⑧⑧⑧⑧⑧⑧	⑧⑧	⑧⑧⑧⑧	
	⑨⑨⑨⑨⑨⑨	⑨⑨⑨⑨⑨⑨	⑨⑨	Ⓗ ⑨⑨⑨⑨	

15a. What were your total personal earnings (before deductions) from all your jobs for the year between September 1, 1973 and August 31, 1974? (Please include all wages, salaries, commissions, tips, as well as net income from farming or other businesses. Do not include income other than earnings such as social security, public assistance, interest, welfare, or veterans' payments). If you don't know exactly, please make an estimate.

$

15b. What were your husband's or wife's total personal earnings (before deductions) from all his or her jobs for the year between September 1, 1973 and August 31, 1974? If you don't know exactly, please make an estimate.
If you were not married at all between September 1, 1973 and August 31, 1974, please blacken this circle and skip to question 16a. → ○

$

15a			15b		
⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

16a. Indicate how important each of the following characteristics is to you in determining whether you would be satisfied with a particular job. (Please answer this question even if you don't have a job at present.)

A. Extremely important (and desirable)
B. Very important
C. Moderately important
D. Of only slight importance
E. Of absolutely no importance

	A	B	C	D	E		F	G	H	I	J
(a)	○	○	○	○	○	Good income to start.	○	○	○	○	○
(b)	○	○	○	○	○	Good income expected within a few years.	○	○	○	○	○
(c)	○	○	○	○	○	Job security and permanence.	○	○	○	○	○
(d)	○	○	○	○	○	Opportunity for promotion and advancement.	○	○	○	○	○
(e)	○	○	○	○	○	Freedom to make my own decisions.	○	○	○	○	○
(f)	○	○	○	○	○	Work that strikes me as important or worthwhile.	○	○	○	○	○
(g)	○	○	○	○	○	Work that is challenging and permits me to use my abilities fully.	○	○	○	○	○
(h)	○	○	○	○	○	Work that I feel I do well.	○	○	○	○	○
(i)	○	○	○	○	○	Work in the area in which I specialized or prepared.	○	○	○	○	○
(j)	○	○	○	○	○	Work in pleasant surroundings.	○	○	○	○	○
(k)	○	○	○	○	○	Interesting work.	○	○	○	○	○
(l)	○	○	○	○	○	Flexible hours.	○	○	○	○	○
(m)	○	○	○	○	○	Work that I find easy.	○	○	○	○	○
(n)	○	○	○	○	○	Friendly likable co-workers.	○	○	○	○	○
(o)	○	○	○	○	○	A job free from pressure and deadlines.	○	○	○	○	○
(p)	○	○	○	○	○	A competent supervisor.	○	○	○	○	○
(q)	○	○	○	○	○	A job free from racial or sexual bias.	○	○	○	○	○
(r)	○	○	○	○	○	A job that gives me status and makes people look up to me.	○	○	○	○	○
(s)	○	○	○	○	○	Convenient travel to and from work.	○	○	○	○	○
(t)	○	○	○	○	○	A job where I know exactly what I am supposed to do.	○	○	○	○	○
(u)	○	○	○	○	○	Short hours.	○	○	○	○	○
(v)	○	○	○	○	○	Long vacations.	○	○	○	○	○
(w)	○	○	○	○	○	A supervisor who is pleasant and interested in my welfare.	○	○	○	○	○
(x)	○	○	○	○	○	A job that provides real power.	○	○	○	○	○
(y)	○	○	○	○	○	Intense, exciting work.	○	○	○	○	○
	A	B	C	D	E		F	G	H	I	J

If you didn't have a job as of September 1, 1974, skip to question 17.

16b. Now go back and rate your own job (the job you had as of September 1, 1974) on each of the characteristics indicated above, using the following scale:

F. This job is excellent in this respect.
G. This job is very good in this respect.
H. This job is adequate in this respect.
I. This job is rather poor in this respect.
J. This job is very poor in this respect.

MILITARY SERVICE

17. In which of the following branches of the military have you served, and what type of service was it? (Mark as many as apply.)

[If you have had no military service, please blacken this circle and skip to question 18. → ○

A. Active duty
B. Reserve
C. ROTC
D. National Guard

A	B	C	D	
○	○	○	○	1. Air Force
○	○	○	○	2. Army
○	○	○		3. Navy
○	○			4. Marine Corps
○	○			5. Coast Guard

CAREER PLANS

18. What are the most important career goals you have for the next 10 years? (Please mark as many as apply.)

Ⓐ Work more hours than I'm working now.
Ⓑ Work fewer hours than I'm working now.
Ⓒ Get a job with a different employer in the same field.
Ⓓ Build up my own business.
Ⓔ Get a job in a different field.
Ⓕ Improve my job security.
Ⓖ Take on more responsibility.
Ⓗ Get further education or training.
Ⓘ Increase my income.
Ⓙ Make a contribution to the welfare of others.
Ⓚ Improve my job performance.
Ⓛ Build a good professional reputation.
Ⓜ Advance or be promoted.
Ⓝ Make my job more enjoyable.
Ⓞ Other

19. What occupation do you now plan to make your life work? Be as specific as possible. (For instance, if military service, specify type of work. If teaching, indicate grade and subject.)

19					
⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

If your answer was "Housewife" ("Homemaker"), you may either skip to question 21, or, if you regard it as appropriate, answer question 20 also.

20. What steps have you taken in this direction (toward the occupation you named in question 19)?
(Mark as many as **apply.**)

Ⓐ I now have or have had a regular job in this field.
Ⓑ I now have or have had a job as a trainee in this field.
Ⓒ My present job may lead to work in this field.
Ⓓ I am doing or have done volunteer work in this field.
Ⓔ I have had special training or education in this field, as follows:
  ① In high school.
  ② In college as an undergraduate.
  ③ In graduate school or professional school after college.
  ④ In some other kind of school, since high school.
  ⑤ An apprenticeship program.
  ⑥ On-the-job training (informal or formal).
  ⑦ An informal program: reading or other independent study.
  ⑧ Some other way.
Ⓕ None of the above

21. How many other occupations have you seriously considered for your life work?

Ⓐ None (Please skip to question 23.)
Ⓑ One
Ⓒ Two
Ⓓ Three
Ⓔ Four or more

22. Why did you change your mind about your planned occupation? (Mark as many as apply.)

The other occupation(s)
Ⓐ Had too much competition for jobs.
Ⓑ Had pay that was too low.
Ⓒ Had working hours that were too long.
Ⓓ Had working conditions that were too poor.
Ⓔ Had no jobs in the right location (city, state).
Ⓕ Did not have training available to someone of my race.
Ⓖ Did not have training available to someone of my sex.
Ⓗ Did not match my abilities.
Ⓘ Was not interesting enough.
Ⓙ Was not challenging enough.
Ⓚ Was not relevant enough to society's problems.
Ⓛ Was too difficult for a member of my sex to enter and advance in.
Ⓜ Was too difficult for a member of my race to enter and advance in.
Ⓝ Was not agreeable to my husband or wife.
Ⓞ Required too much training or education.
Ⓟ Required too large a financial investment.
Ⓠ Other

23. How definite is your plan for your life work (your answer to question 19)?

Ⓐ Very definite
Ⓑ Fairly definite
Ⓒ Somewhat indefinite
Ⓓ Completely indefinite; I have no real plans.

Women please answer questions 24 - 27. Men please skip to question 28.

24. Do you consider your primary occupation at present to be "housewife" ("homemaker," "wife and mother," etc.)?

Ⓐ No
Ⓑ Yes

25. Have you worked for pay continuously since leaving school (except, perhaps, for brief periods between jobs)?

Ⓐ Yes. (Skip to question 27.)
Ⓑ I am still in school. (Skip to question 27.)
Ⓒ No, I have never had a paid job since leaving school.
Ⓓ No, but I have been employed for pay some of the time since leaving school.

26. What were the main reasons you stopped working for pay (if you did) or did not start working (if you didn't)? (Do not mark more than three.)

Ⓐ Marriage.
Ⓑ Pregnancy.
Ⓒ Adequate child-care facilities not available.
Ⓓ Wanted to take care of my children personally.
Ⓔ To devote more time to my family.
Ⓕ Other household responsibilities.
Ⓖ To attend school.
Ⓗ Did not enjoy working.
Ⓘ Did not need the money.
Ⓙ Illness or disability.
Ⓚ Moved to new location.
Ⓛ No jobs with suitable hours available.
Ⓜ No suitable jobs available.
Ⓝ Other

27. What are your long-range employment plans? (Mark as many as apply.)

Ⓐ Continue working indefinitely.
Ⓑ Stop work when I get married.
Ⓒ Stop work when I have children.
Ⓓ Stop work when I can afford it.
Ⓔ Stop work when other circumstances make this convenient.
Ⓕ Start or return to work as soon as I can find a suitable job.
Ⓖ Start or return to work as soon as possible after children are born.
Ⓗ Start or return to work when the children are a few years old.
Ⓘ Start or return to work when youngest child is in school.
Ⓙ Start or return to work when youngest child is in high school.
Ⓚ Start or return to work when children are grown.
Ⓛ Start or return to work after further study.
Ⓜ Start or return to work only if the extra income is needed.
Ⓝ I don't intend to return to work after stopping.
Ⓞ I haven't had a job and don't intend to.

HIGH SCHOOL EXPERIENCES

28. Did you get a high school diploma?

Ⓐ Yes, when I graduated, in (indicate year) → 19☐
Ⓑ Yes, I left school but later returned and got my diploma in (indicate year) → 19☐
Ⓒ Yes, by examination or through correspondence school in (indicate year) → 19☐
Ⓓ No, I left school in (indicate year) → 19☐

60 ○	67 ○
61 ○	68 ○
62 ○	69 ○
63 ○	70 ○
64 ○	71 ○
65 ○	72 ○
66 ○	73 ○
	74 ○

The last grade I completed was:
○ 8 ○ 9 ○ 10 ○ 11 ○ 12

POST HIGH SCHOOL EDUCATION

29. Did you attend any non-college type of school for four weeks or more since leaving high school? (Mark as many as apply.)

Ⓐ No. (Skip to question 31.)

Ⓑ Yes, a technical school for training in electronics, drafting, computer programming, medical or dental technician training, etc.
(Specify course.) ☐

Ⓒ Yes, a school of nursing (2- or 3-year program leading to an R.N.).
Ⓓ Yes, a school of practical nursing.
Ⓔ Yes, a secretarial or business school.
Ⓕ Yes, a trade or apprentice school or vocational school.
Ⓖ Yes, an armed forces school.
(Specify subject studied.) ☐

Ⓗ Other
(Specify.) ☐

If you marked more than one type of school for question 29 above, please consider the first one you marked (i.e., the top mark) when you answer questions 30a and 30b.

30a. How long was the course?

Ⓐ 2 years or more
Ⓑ Between 1 and 2 years
Ⓒ Between 3 months and 1 year
Ⓓ Less than 3 months

30b. Did you complete the course?

- Ⓐ Yes.
- Ⓑ Not yet; I am still in the program.
- Ⓒ No, I didn't because
  - ① I decided I didn't want to go into that field.
  - ② I decided I could get a job in the field without completing the course.
  - ③ I decided I couldn't get a job in the field even if I completed the course.
  - ④ The course took too much effort.
  - ⑤ The course wasn't teaching me what I needed.
  - ⑥ I took a job.
  - ⑦ I couldn't afford to stay in the course.
  - ⑧ Other

COLLEGE

31. Have you gone to college at all since leaving high school?

- Ⓐ Yes, a 4-year college or university.
- Ⓑ Yes, a junior college or community college.
- Ⓒ Yes, both a junior college and a 4-year college.
- Ⓓ No. (Please skip to question 43.)

32. Please indicate how much college you have completed.

- Ⓐ Less than one year of undergraduate work.
- Ⓑ One year but less than two.
- Ⓒ At least two years but have not earned a bachelor's degree.
- Ⓓ I have earned a bachelor's degree but have not done any graduate work.
- Ⓔ I have done some graduate work but haven't received a graduate degree.
- Ⓕ I have earned a master's degree.
- Ⓖ I have earned an advanced (6-year) certificate of graduate study.
- Ⓗ I have earned a doctoral degree.

33						
⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①
②	②	②	②	②	②	②
③	③	③	③	③	③	③
④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨

34							
⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

33. What colleges or universities have you attended for credit, as an undergraduate? (Include junior colleges, as well as four-year colleges and universities.)

If there are more than two, continue on a separate sheet of paper marked "Question 33."

Name of College or University ______________

City and State ______________

Dates Attended ____/____ (mo. yr.) **to** ____/____ (mo. yr.)

Degree Earned ________ **Mo. & Year** ________

Name of College or University ______________

City and State ______________

Dates Attended ____/____ (mo. yr.) **to** ____/____ (mo. yr.)

Degree Earned ________ **Mo. & Year** ________

34. Those who are doing or have done graduate work should also complete the following, giving the name of the graduate or professional school they are attending or have attended. (Put the college you last attended or are now attending first, then the next-to-last one.)

If there are more than two, continue on a separate sheet of paper marked "Question 34."

Name of University ______________

School or Department ______________

City and State ______________

Dates Attended ____/____ (mo. yr.) **to** ____/____ (mo. yr.)

Degree Earned ________ **Mo. & Year** ________

Name of University ______________

School or Department ______________

City and State ______________

Dates Attended ____/____ (mo. yr.) **to** ____/____ (mo. yr.)

Degree Earned ________ **Mo. & Year** ________

MAKE NO MARKS IN THIS SHADED AREA

9th Grade Questionnaire

35. As an undergraduate, in which of the following areas was or is your major in college and which was (is) your minor? (If you did not have a formal minor, mark the other area in which you took the most courses.) Also, if you have done graduate work, what is your graduate major? (Mark ONE for each.)

(a) Undergraduate Major
(b) Undergraduate Minor
(c) Graduate Major

(a) (b) (c)
01 ○○○ Mathematics
02 ○○○ Chemistry
03 ○○○ Physics
04 ○○○ Physical Sciences (other)
05 ○○○ Anatomy/Physiology
06 ○○○ Biochemistry
07 ○○○ Zoology
08 ○○○ Botany
09 ○○○ Biological Sciences (other)
10 ○○○ Psychology
11 ○○○ Sociology
12 ○○○ History
13 ○○○ Economics
14 ○○○ Political Science or Government or International Relations
15 ○○○ Social Sciences (other)
16 ○○○ Social work
17 ○○○ English
18 ○○○ Journalism
19 ○○○ Foreign Languages
20 ○○○ Fine Arts
21 ○○○ Performing Arts
22 ○○○ Music
23 ○○○ Philosophy
24 ○○○ Religion or Theology
25 ○○○ Humanities (other)
26 ○○○ Law (Pre-Law)
27 ○○○ Medicine (Pre-Medicine)
28 ○○○ Dentistry (Pre-Dentistry)
29 ○○○ Pharmacy
30 ○○○ Nursing
31 ○○○ Other Health Professions
32 ○○○ Architecture
33 ○○○ Engineering
34 ○○○ Computer Science
35 ○○○ Statistics
36 ○○○ Elementary Education
37 ○○○ Physical Education
38 ○○○ Education (other)
39 ○○○ Library Science
40 ○○○ Accounting
41 ○○○ Business and Commerce
42 ○○○ Home Economics
43 ○○○ Agriculture or Forestry
44 ○○○ Some other

(Specify.)

○○ None
○ None -- I have not done graduate work.

36. In what ways do you consider your college education (and graduate education, if any) to have been worth while? Did it contribute anything that has made your life better, happier, or more rewarding than it would otherwise have been? Please mark as many statements as apply -- separately for undergraduate education (column a) and graduate education (column b).

(a) Undergraduate
(b) Graduate

(a) (b)
①① It gave me skills necessary for carrying out my job.
②② It helped me get a more interesting job than I probably could have gotten otherwise.
③③ It helped me get a better-paying job than I probably could have gotten otherwise.
④④ It prepared me for more advanced education.
⑤⑤ It has enriched my use of my leisure time.
⑥⑥ It helped me develop a set of values.
⑦⑦ I learned some things that were interesting and worth knowing though not of practical value.
⑧⑧ I made some friendships in school that have been important to me.
⑨⑨ I met my wife (husband) there.
10 10 It had some important values other than those mentioned above.
11 11 It was adequate but did not have exceptionally important value.
12 12 It was of no real value at all.
13 I didn't go to graduate school.

JUNIOR COLLEGE

If you never attended junior college, please skip to question 40.

37. What kind of program did you take in junior college (i.e., in what field)?
Ⓐ Liberal arts
Ⓑ Other

(Specify.)

38. How long was the program you took?
Ⓐ 2 years
Ⓑ 1 year
Ⓒ 1 semester or 1 quarter (3 to 5 months)
Ⓓ Less than 3 months
Ⓔ Just an occasional course (not towards a degree)
Ⓕ Other

39. Did you complete the program?

Ⓐ Yes.
Ⓑ Not yet; I am still in it.
Ⓒ No, I didn't because (mark all that apply):
  ① I decided I didn't want to go into that field.
  ② I decided I could get a job in the field without completing the program.
  ③ I decided I couldn't get a job in the field even if I completed the program.
  ④ I decided to transfer to another kind of program in junior college.
  ⑤ I decided to transfer to another kind of school (not a junior college).
  ⑥ I took a job.
  ⑦ I couldn't afford to stay in school.
  ⑧ The training was not satisfactory.
  ⑨ Other

DEGREES

40. Which of the following licenses, certificates, or college degrees do you have already or plan to get?

(a) Have received
(b) Plan to earn

(a) (b)
01 ○ ○ C. P. A. (Certified Public Accountant)
○ ○ Practical nursing certificate
○ ○ R. N. (Registered nurse)
05 ○ ○ Teaching certificate, issued by state or city
07 ○ ○ Associate in Arts or Associate in Science
08 ○ ○ Other junior college certificate or diploma
(Specify.) ________
11 ○ ○ B. A. or B. S.
12 ○ ○ Other bachelor's degree
(Specify.) ________
○ ○ M. A. or M. S.
○ ○ Other master's degree
(Specify.) ________
○ ○ LL. B. or J. D. (law)
○ ○ D. D. S. (dentistry)
○ ○ M. D. (medicine)
○ ○ Ed. D.
○ ○ Ph. D.
○ ○ Other professional degree
(Specify.) ________
○ ○ Other
(Specify) ________
00 ○ ○ None of the above

4-YEAR COLLEGE

41a. Did you attend college continuously from the time you first entered until you got a bachelor's degree? (If you never attended a four-year college, please skip to question 43.)

Ⓐ Yes, I was a full-time student during the entire period. (Skip to question 42.)
Ⓑ Yes, I was a part-time student during the entire period. (Skip to question 42.)
Ⓒ Yes, sometimes as a full-time student, sometimes part-time. (Skip to question 42.)
Ⓓ No, I dropped out of college and haven't graduated. I don't expect to return.
Ⓔ No, I dropped out of college and haven't graduated. I expect to go back and finish.
Ⓕ No, for at least one semester or quarter (other than summer) I was out of college altogether, but I returned later.
Ⓖ I am still an undergraduate, and have been in college continuously since I first entered. (Skip to question 42.)

41b. What were your main reasons for dropping out of college? (Please answer even if you later returned to college.) Please do not mark more than three.

Ⓐ To earn enough money to be able to go back to college.
Ⓑ Had financial difficulties.
Ⓒ Was offered a job.
Ⓓ Changed career goals.
Ⓔ Became homesick.
Ⓕ Didn't enjoy the social life.
Ⓖ Got married.
Ⓗ Pregnancy or children.
Ⓘ College work was boring.
Ⓙ Had to study too hard.
Ⓚ Poor grades.
Ⓛ Got into disciplinary troubles.
Ⓜ Became ill or had an accident.
Ⓝ Family responsibilities.
Ⓞ Entered military service.
Ⓟ Some other reason

42. Was the four-year college program you took intended to prepare you for a specific occupation that you could go into immediately after college?

Ⓐ Yes, it was intended to prepare me for:
(Occupation)

Ⓑ No, it was intended to prepare me for graduate or professional school, which would prepare me for:
(Occupation)

Ⓒ No, it was not intended to lead to any specific occupation.

FAMILY LIFE

43. Please indicate the year and month of birth of each of your children by filling in the correct circle (in Box X below) for each birth. (For this question include your natural children only, not adopted children.)

Box X

	DAUGHTERS						**SONS**					
	Jan-Feb	**March-April**	**May-June**	**July-Aug**	**Sept-Oct**	**Nov-Dec**	**Jan-Feb**	**March-April**	**May-June**	**July-Aug**	**Sept-Oct**	**Nov-Dec**
1959	○	○	○	○	○	○	○	○	○	○	○	○
1960	○	○	○	○	○	○	○	○	○	○	○	○
1961	○	○	○	○	○	○	○	○	○	○	○	○
1962	○	○	○	○	○	○	○	○	○	○	○	○
1963	○	○	○	○	○	○	○	○	○	○	○	○
1964	○	○	○	○	○	○	○	○	○	○	○	○
1965	○	○	○	○	○	○	○	○	○	○	○	○
1966	○	○	○	○	○	○	○	○	○	○	○	○
1967	○	○	○	○	○	○	○	○	○	○	○	○
1968	○	○	○	○	○	○	○	○	○	○	○	○
1969	○	○	○	○	○	○	○	○	○	○	○	○
1970	○	○	○	○	○	○	○	○	○	○	○	○
1971	○	○	○	○	○	○	○	○	○	○	○	○
1972	○	○	○	○	○	○	○	○	○	○	○	○
1973	○	○	○	○	○	○	○	○	○	○	○	○
1974	○	○	○	○	○	○	○	○	○	○	○	○

44. If any of these children are twins (or triplets, etc.), indicate month and year of birth.

Twins → month/year

Triplets → month/year

Quadruplets → month/year

44
① ② ③ ④
⑤ ⑥ ⑦ ⑧
⑨ ⑩ ⑪ ⑫
⑬ ⑭ ⑮

① ② ③ ④
⑤ ⑥ ⑦ ⑧
⑨ ⑩ ⑪ ⑫
⑬ ⑭ ⑮

① ② ③ ④
⑤ ⑥ ⑦ ⑧
⑨ ⑩ ⑪ ⑫
⑬ ⑭ ⑮

45. How many living children (including adopted children, but not stepchildren or foster children) do you have?

○ None ○ 3 ○ 6 ○ 9 ○ 12 or more
○ 1 ○ 4 ○ 7 ○ 10
○ 2 ○ 5 ○ 8 ○ 11

46. How many children (including adopted children, stepchildren, and foster children, if any) are now living in your household?

○ None ○ 3 ○ 6 ○ 9 ○ 12 or more
○ 1 ○ 4 ○ 7 ○ 10
○ 2 ○ 5 ○ 8 ○ 11

47. What do you think is the ideal number of children for a family?

○ None ○ 3 ○ 6 ○ 9 ○ 12 or more
○ 1 ○ 4 ○ 7 ○ 10
○ 2 ○ 5 ○ 8 ○ 11

48. How many children do you expect to have (including any you now have)?

○ None ○ 3 ○ 6 ○ 9 ○ 12 or more
○ 1 ○ 4 ○ 7 ○ 10
○ 2 ○ 5 ○ 8 ○ 11

If you are not married, skip to question 50.

DO NOT
MARK
HERE

49. Given the circumstances of your life, how many children in all would you really consider most desirable for you and your husband or wife?

○ None ○ 3 ○ 6 ○ 9 ○ 12 or more
○ 1 ○ 4 ○ 7 ○ 10
○ 2 ○ 5 ○ 8 ○ 11

50. How many times have you married?

⓪ Never (Skip to question 59.)
① Once ② Twice ③ More than twice

51. What is your present marital status? (Mark one.)

Ⓐ Married Ⓒ Divorced or annulled
Ⓑ Separated Ⓓ Widowed

52. How old were you when you got married? (If you have been married more than once, give age at time of first marriage.)

Under ○ 16 ○ 19 ○ 23 ○ 27 ○ 31 or older
○ 16 ○ 20 ○ 24 ○ 28
○ 17 ○ 21 ○ 25 ○ 29
○ 18 ○ 22 ○ 26 ○ 30

53. How old was your wife or husband when you married? (If you have been married more than once, give age at time of first marriage.)

Under ○ 16 ○ 20 ○ 25 ○ 30 ○ 61 or older
○ 16 ○ 21 ○ 26 ○ 31-35
○ 17 ○ 22 ○ 27 ○ 36-40
○ 18 ○ 23 ○ 28 ○ 41-50
○ 19 ○ 24 ○ 29 ○ 51-60

If you have been married only once, skip to question 56a.

54. How old were you at the time of your most recent marriage?

Under ○ 16 ○ 19 ○ 23 ○ 27 ○ 31 or older
○ 16 ○ 20 ○ 24 ○ 28
○ 17 ○ 21 ○ 25 ○ 29
○ 18 ○ 22 ○ 26 ○ 30

55. How old was your new wife or husband at that time?

Under ○ 16 ○ 20 ○ 25 ○ 30 ○ 61 or older
○ 16 ○ 21 ○ 26 ○ 31-35
○ 17 ○ 22 ○ 27 ○ 36-40
○ 18 ○ 23 ○ 28 ○ 41-50
○ 19 ○ 24 ○ 29 ○ 51-60

If you are not presently married, or if you have married more than once, please answer questions 56a-58 in terms of your most recent marriage.

56a. What is your husband's or wife's present occupation? If he (she) is not now working, give his (her) main past occupation.

(Specify.)

56b. What kind of business or industry is this? (For example, county junior high school, auto assembly plant, radio service, retail supermarket, road construction, farm)

(Specify.)

56c. Which of the following is your husband or wife?

Ⓐ An employee of a PRIVATE company, business, or individual for wages, salary, or commissions.
Ⓑ A GOVERNMENT employee (Federal, state, county, or local government).
Ⓒ Self-employed in OWN business, professional practice, or farm.
Ⓓ Working WITHOUT PAY in a family business or farm.
Ⓔ Working FOR PAY in a family business or farm.
Ⓕ Other

57. Which of the following describes your husband's (wife's) status as of September 1, 1974? (Mark as many as apply, but at least one.)

Ⓐ Had a full-time job.
Ⓑ Had a part-time job.
Ⓒ Was looking for a full-time job.
Ⓓ Was looking for a part-time job.
Ⓔ Had no job and wasn't looking for one.
Ⓕ In school.
Ⓖ Was planning to return to school.
Ⓗ Was taking care of home.
Ⓘ Poor health prevented holding a job.

58. How much formal education has your husband or wife had? Mark one answer, indicating the highest level reached.

Ⓐ Never entered high school.
Ⓑ Some high school but not a graduate.
Ⓒ High school graduate.
Ⓓ Some college but no degree.
Ⓔ Associate degree (two-year degree: A.A., A.S., etc.).
Ⓕ Graduate nurse (R.N.).
Ⓖ Bachelor's degree (B.A., B.S., etc.).
Ⓗ Some graduate work or professional school beyond bachelor's degree, but no graduate degree.
Ⓘ Master's degree (M.A., M.S., etc.).
Ⓙ Ph.D. or Ed.D.
Ⓚ Advanced professional degree (M.D., D.D.S., LL.B., etc.).

56a					
⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

56b					
⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

9th Grade Questionnaire

GENERAL

59. Which of the following are you? (Mark all that apply.)

- Ⓐ White/Caucasian
- Ⓑ Black/Negro/Afro-American
- Ⓒ Mexican-American/Chicano
- Ⓓ Oriental
- Ⓔ American Indian
- Ⓕ Puerto Rican-American
- Ⓖ Other
  (Specify.) →

60. Do you believe that you have ever been discriminated against unfairly?

- Ⓐ No. (Please skip to question 62.)
- Ⓑ Yes, because of my (mark as many as apply):
  - ① Race or ethnic background
  - ② Sex
  - ③ Religion
  - ④ Family or marital status
  - ⑤ Age
  - ⑥ Personal appearance
  - ⑦ Physical handicap
  - ⑧ Height
  - ⑨ Weight
  - 10 Other
    (Specify.) →

(If you answered "yes" to more than one characteristic in question 60, please consider the first one you marked (i.e., the top mark) when you answer question 61.)

61. In what situation did this discrimination occur?

- Ⓐ Being hired for a job
- Ⓑ Pay
- Ⓒ Promotion
- Ⓓ Admission to a school or training program
- Ⓔ Entering a particular area of study or type of work
- Ⓕ Not being able to enter military service
- Ⓖ Being drafted into military service
- Ⓗ Buying or renting a house or apartment
- Ⓘ Obtaining credit
- Ⓙ Admission to a public place (restaurant, theater, etc.)
- Ⓚ Admission to a social club
- Ⓛ Other
  (Specify.)

---

62. We have listed below 15 areas which could be related to how satisfied you are with your life. Please rate how important each of these areas is to you.

A. Of the greatest importance to me
B. Moderately important to me
C. Not very important to me

A	B	C		D	E	F	G	H
○	○	○	a. Material well-being, standard of living, financial security.	○	○	○	○	○
○	○	○	b. Health, health care, and personal safety.	○	○	○	○	○
○	○	○	c. Personal relationships with husband or wife (boyfriend or girlfriend).	○	○	○	○	○
○	○	○	d. Having and raising children.	○	○	○	○	○
○	○	○	e. Personal relationships with parents, siblings, and other relatives.	○	○	○	○	○
○	○	○	f. Personal relationships with close friends.	○	○	○	○	○
○	○	○	g. Helping others (not including relatives and friends); church, club, and volunteer activities.	○	○	○	○	○
○	○	○	h. Political and civic activities.	○	○	○	○	○
○	○	○	i. Learning; increasing knowledge and ability.	○	○	○	○	○
○	○	○	j. Personal understanding, maturity, insight and inspiration.	○	○	○	○	○
○	○	○	k. Occupation or job.	○	○	○	○	○
○	○	○	l. Personal accomplishment; using creativity.	○	○	○	○	○
○	○	○	m. Socializing, communicating, entertaining others.	○	○	○	○	○
○	○	○	n. Participation in active recreation (sports, travel, hobbies, etc.).	○	○	○	○	○
○	○	○	o. Participation in observational and passive recreation (reading, TV, movies, etc.).	○	○	○	○	○
A	B	C		D	E	F	G	H

63. Now please go back and rate how satisfied you are with your life in each of these 15 areas.

D. Extremely well satisfied
E. Well satisfied
F. Not exactly satisfied; not exactly dissatisfied
G. Somewhat dissatisfied
H. Very dissatisfied

64. How tall are you?

4	5	6	7	ft.	and	0	1	2	3	4	5	6	7	8	9	10	11	in.
○	○	○	○			○	○	○	○	○	○	○	○	○	○	○	○	

65. How much do you weigh? ______ **pounds**

66. How much time do you normally spend each week reading books or magazines in the following areas?

- A. None
- B. Less than 1 hour per week
- C. 1-2 hours per week
- D. 2-5 hours per week
- E. 5-10 hours per week
- F. 10-20 hours per week
- G. 20-40 hours per week
- H. More than 40 hours per week

A	B	C	D	E	F	G	H	
○	○	○	○	○	○	○	○	(a) Science fiction
○	○	○	○	○	○	○	○	(b) Mystery stories
○	○	○	○	○	○	○	○	(c) Westerns or adventure stories (other)
○	○	○	○	○	○	○	○	(d) Other fiction, novels
○	○	○	○	○	○	○	○	(e) Science (non-fiction)
○	○	○	○	○	○	○	○	(f) Plays, poetry, essays, literary criticism, or classics
○	○	○	○	○	○	○	○	(g) Biography, autobiography, memoirs
○	○	○	○	○	○	○	○	(h) Books on politics, world affairs, history
○	○	○	○	○	○	○	○	(i) Newspapers, news magazines
○	○	○	○	○	○	○	○	(j) Magazines (other)
○	○	○	○	○	○	○	○	(k) Reading done in connection with your work and not listed above
○	○	○	○	○	○	○	○	(l) Other types of reading not listed above

67a. Who was the principal income earner of your family in March 1960, when you were in the 9th grade? (Mark only one.)

- Ⓐ My father
- Ⓑ A man other than my father
- Ⓒ My mother
- Ⓓ A woman other than my mother
- Ⓔ I don't know. (Please skip to question 68.)

67b. What was the occupation of this person (your answer to question 67a) in March 1960? Please be specific.

67b					
⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

DO NOT

MARK

HERE

67c. What kind of business or industry was this? (For example: county junior high school, auto assembly plant, radio service, retail supermarket, road construction, farm)

(Specify.)

67d. Which of the following was this person (your answer to question 67a) in March 1960?

- Ⓐ An employee of a PRIVATE company, business, or individual for wages, salary, or commissions.
- Ⓑ A GOVERNMENT employee (Federal, state, county, or local government).
- Ⓒ Self-employed in OWN business, professional practice, or farm.
- Ⓓ Working WITHOUT PAY in a family business or farm.
- Ⓔ Working FOR PAY in a family business or farm.
- Ⓕ Other

68. Do you have any chronic (long-term) health condition or physical handicap that keeps you from doing some things you would like to do?

- Ⓐ No.
- Ⓑ Yes, but nothing important.
- Ⓒ Yes, my health is a serious handicap.

Please sign your name below and fill in the date.

____
Signature

DATE ______ / ______ / ______
Month Day Year

THANK

YOU!

After you have filled out the questionnaire, please put it in the return envelope and drop it in a mailbox.

IT REQUIRES NO POSTAGE!